DOCUMENT RESUME

ED 301 497 SO 019 444

AUTHOR	Ediger, Marlow
TITLE	Social Studies Curriculum in the Elementary School. Second Edition.
PUB DATE	88
NOTE	241p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Curriculum Design; Curriculum Development; Elementary Education; *Elementary School Curriculum; Inservice Teacher Education; Preservice Teacher Education; *Social Studies; *Teacher Education Curriculum

ABSTRACT

Designed for use in preservice and inservice teacher education courses, this document focuses on the development of social studies curriculum. Chapter 1 provides information about recent trends in elementary level social studies. The value and development of resource and teaching units and lesson plans are emphasized in chapter 2, while chapter 3 considers the use of selected social studies learning activities. Chapter 4 addresses reading problems in relation to social studies classes, and chapter 5 describes the classroom use of maps and globes. Methods of grouping students for instructional purposes are described in chapter 6, while chapter 7 investigates the teaching of current events. Chapters 8-10 describe student committees, classroom creativity, and social studies curriculum issues. Chapter 11 discusses selected educational philosophies and learning psychology in relation to social studies education, and chapter 12 explores various methods of student achievement evaluation. Each chapter contains a list of discussion questions and selected resources. (JHP)

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SOCIAL STUDIES CURRICULUM

in the

ELEMENTARY SCHOOL

Second Edition

MARLOW EDIGER

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PREFACE

Social Studies Curriculum in the Elementary School has been written for the preservice level as well as inservice education of teachers teaching elementary school social studies. Much emphasis has been given to writing a textbook on the teaching of social studies which is practical for both the preservice and inservice levels of teachers. Thus the development of resource units, teaching units, and lesson plans has been given considerable emphasis in the writing of this book. Hopefully, prospective teachers and teachers of social studies as a result of reading the contents thoughtfully will be able (a) to justify their stated objectives for pupils, (b) to justify selected learning activities which will assist learners to achieve these objectives, and (c) to use evaluation techniques which will determine if objectives have been achieved by learners.

Practices utilized in teaching social studies should be based on acceptable principles of learning recommended by educators. In the writing of this textbook for teaching elementary school social studies, the writer has presented numerous practical suggestions for teaching based on acceptable principles of learning. All educators must give reasons for practical suggestions used pertaining to teaching any curriculum area.

Social Studies Curriculum in the Elementary School can be utilized as a textbook or supplementary book for the teaching of elementary school social studies. There are many learning activities provided for students at the end of each chapter entitled "Problems for Consideration and Discussion." It is recommended highly that students with or without instructor guidance take ample time to reflect upon these problems. It is also recommended that students read periodical articles and selected chapters from textbooks listed at the end of each chapter in the "Selected References" section.

Marlow Ediger

CHAPTER ONE

RECENT TRENDS IN ELEMENTARY SCHOOL SOCIAL STUDIES

What criteria or standards may be listed for a relevant elementary school social studies curriculum? Which objectives are important for pupils to realize in social studies? Which methods should a good social studies teacher emphasize when teaching pupils? How can pupils be assisted to realize their optimum development in social studies? How can pupil achievement be effectively evaluated in the social studies? These questions, among others, are important when considering improving the social studies curriculum.

Guidelines for Teaching the Social Studies

The social studies teacher in the elementary school should assist pupils in developing meaningful learnings. If pupils are reading content, they must understand what is read. Content that is too difficult for a pupil to read, generally, will make for feelings of frustration and a lack of achievement. Reading materials that are on the understanding level of a child should make for optimum achievement. Thus, the pupil attaches meaning to what has been learned. If the content is excessively easy for the learner to read, new learnings generally will not be developed and a lack of interest or boredom may set in. Other learning activities, such as the use of films, filmstrips, and slides, should also assist in providing meaningful learning for pupils. The content of these activities needs to be understood by pupils. The social studies teacher must have much knowledge about each child in such areas as capacity, achievement, interests, motivation, and background experience. This information should be utilized in selecting objectives which pupils can realize and learning activities which will be meaningful to the learner.

The social studies teacher needs to build on interests that pupils have, presently, in the social studies. Some pupils, for example, may have traveled to a given area of the United States and this area is now being studied in a social studies unit. These pupils, no doubt, will be highly interested in relating their personal experiences to the ongoing unit. They may have pictures, snapshots, slides, and articles which can be shared with other pupils in the classroom. Thus, it may be relatively easy for these pupils to identify with and relate to the ongoing social studies unit.

The teacher of elementary school social studies also needs to develop new interests within pupils. To initiate a unit, an attractive and interesting bulletin board display may be prepared. Also, an interest center containing models or articles pertaining to the new unit should stimulate pupil interest in having an inward desire to learn. Library books relating to the new unit, being placed on a reading table, may also help to arouse the interests of the learner. The teacher may wish to introduce selected library books to pupils by telling some interesting happenings in these books. A carefully chosen film or filmstrip may be shown when initiating a unit in social studies to develop interests of pupils.

The learner must "sense" purpose in learning. A child, for example, cannot be asked merely to read a certain number of pages from a textbook with no purpose on the learner's part involved. Pupils should read to answer questions which they want answered. Thus, a purpose exists in the mind of the pupil for the reading activity. When pupils are to take an excursion with teacher guidance, information needs to be obtained pertaining to questions that pupils wish to have answered. In this way, pupils feel that purposes are involved in taking the excursion; the purposes are to obtain answers to important questions which could not be effectively obtained through a different learning activity. The classroom teacher needs to think of teaching strategies whereby the learning activities that pupils are engaged in provide situations for the raising of meaningful questions. The child then has an inward desire to learn which, in this situation, would involve the gathering of information in the solving of problems.

Pupils should be successful learners in the social studies curriculum. Learning activities that are too difficult, generally, make for feelings of failure on the part of pupils. If learning activities are excessively easy for pupils, perhaps, very few new learnings are then developed by pupils. The social studies curriculum must provide opportunities whereby pupils are successful in learning and at the same time new learnings are being developed. In introducing a unit to pupils, good teaching strategy necessitates preassessing pupils' background knowledge. In other words, the teacher needs to utilize appropriate evaluation techniques to determine where pupils are presently pertaining to background knowledge relating to the new unit. Thus, the teacher obtains data in adjusting the social studies curriculum to the present achievement level of each pupil. For example, in teaching a unit pertaining to the farm, pupils living on farms or in rural areas should generally have more background knowledge than would children living in urban areas. Pupils living in urban areas may have more background knowledge pertaining to a unit dealing with living in the city than would those pupils living on farms. There are exceptions to the above statements such as children coming from disadvantaged homes and not having had adequate background experiences, or children not being able to grasp and retain learnings as well as others.

The teacher must provide for individual differences among pupils in elementary school social studies. This would mean that individual pupils would frequently be working on different learning activities. Learning activities that are provided for pupils should guide them in realizing their highest potential. To provide for individual differences, selected pupils may realize more complex objectives as compared to others in the classroom. The teacher needs to give some pupils more assistance in learning activities as compared to those who can work more independently with quality results. Reading materials in the social studies should contain content on a variety of reading levels in the classroom. An adequate number of library books relating to the unit taught should provide for different reading levels that exist in any classroom. Ample opportunities should be provided for enrichment learning for learners who complete given learning activities at a rather rapid pace and yet the completed work is of high quality. All pupils in a class continuously being taught together using the same learning activity does not provide for individual differences. There must be ample time for pupils to work in committees as well as working individually or independently.

Ample opportunity needs to be provided for pupils to utilize previous learnings in new situations. Understandings, skills, and attitudes that pupils have developed should be utilized in new situations.

If pupils, for example, have learned skills pertaining to the use of the card catalog in the centralized library, opportunities must be given to use these skills in a functional situation by actually locating sources of information to solve problem areas. The skill mentioned here, no doubt, would soon be forgotten or become nebulous in the thinking of pupils unless it is utilized in a functional learning activity. Previously developed learnings should be utilized in the school setting as well as in society.

Balance among objectives pertaining to understandings, skills, and attitudes should be emphasized in a modern elementary school social studies program. With an increasing amount of reading materials available for consumption by the reader, it is important to have pupils realize an ample number of major understandings. However, other objectives need also to be adequately emphasized. Equally important for pupils to realize are objectives which pertain to attitudes and feelings of individuals. Negative attitudes and feelings toward the social studies hinder pupils in gaining important facts, generalizations, and concepts. Thus, positive attitudes and feelings assist pupils in realizing objectives dealing with the category of understandings. It is difficult to separate attitudes and feelings from academic achievement since one category of objectives influences other domains such as objectives dealing with attitudes influencing objectives in the understandings category. Objectives which emphasize skills are also important in the social studies. Reading social studies content with proper comprehension, outlining content, using the card catalog in the central library, giving a good oral report to the class, and being a productive member of a committee are important skills for pupils to develop.

The teacher of social studies must accept each pupil as an individual.

This would mean that all pupils would be respected regardless of capacity levels, achievement, race, creed, interests, and socioeconomic levels. Individual differences among pupils should be valued highly. For example, in society various kinds and types of work must be completed for the good of all individuals. In society the same or similar accomplishment is not expected of all individuals. People differ in the kind or type of work they can successfully complete. In a modern social studies program, differences in levels of achievement and quality of work are to be expected from elementary school pupils. Expecting pupils to achieve at similar levels would violate respecting the worth of each individual. If the teacher adjusts the social studies curriculum to the level each pupil is working at presently and then guides each child to realize optimum achievement through continuous progress, respect for each human being would thus be in evidence. Each child who is performing better now as compared to previous times can receive praise from the teacher and thus be stimulated to greater efforts. If pupils are not achieving continuous progress in social studies, diagnosis of variables causing this situation need to be analyzed. Remedying the situation through revised attainable objectives and varied learning activities which are meaningful and interesting to the pupil is important. The teacher, of course, needs to utilize varied evaluation techniques which are valid and reliable in diagnosing difficulties that pupils experience in school.

Summary on Guidelines for Teaching the Social Studies

Certain principles of learning should be followed by the social studies teacher when teaching pupils. Teachers need to provide meaningful learnings in elementary school social studies. Maintaining and developing the interests of pupils in social studies units are important. For optimum learning to occur, each pupil needs to feel that purpose is involved. Pupils generally are spurred on to greater efforts when they have been successful in learning activities. Since pupils differ from each other in many ways, the teacher of social studies needs to think of ways to individualize instruction. Important learnings developed by pupils may be forgotten or become vague unless opportunities are presented to utilize what has been learned. To develop pupils to their optimum, three categories of objectives should be emphasized -- understandings, skills, and attitudes. Appropriate balance in these categories of objectives is important in a modern social studies curriculum. Teachers must accept all pupils as being important.

Social Trends and The Social Studies

Trends in society have important implications in developing the social studies curriculum. These trends assist in determining units to be taught and objectives to be realized by pupils.

One important trend in society is that tension between and among nations continues to exist. What happens in Africa, Southeast Asia, the Middle East, and other areas of the world, is important to major world powers. Better and faster means of transportation and communication have made for quicker responses from the United States and the Soviet Union to crucial happenings in almost any nation on the face of the earth. Weapons of destruction used in modern warfare have become more destructive than ever before. What implications does this trend have for a modern elementary school social studies program? Pupils certainly need to have an ample number of units which pertain to nations which are leaders on the national scene. Secondly, units need to be taught which deal with areas where major problems exist between and among nations, such as Israel and the Arab World. Also, pupils need to be able to engage in problem solving activities whereby solutions to disagreements among nations are sought. Each solution needs to be based on adequate knowledge. The consequences of each plan of action need to be thoroughly evaluated.

A second important trend in American society is strife and a lack of harmony among and between the races. This has made for situations involving violence, the loss of lives, and the destruction of property. Minority groups have not received the respect due in the areas of education, jobs, and housing. Attitudes toward minority groups too frequently have been negative. Implications of this social trend for elementary school social studies would be the following:

1. Pupils need to have an ample number of units pertaining to minority groups such as the Black American, the American Indian, and the Mexican-American. Pupils should develop learnings in depth pertaining to the contributions of these minority groups to American society. Emphasis should also be placed upon difficulties that individuals face due to racial discrimination.
2. Pupils should engage in problem solving activities pertaining to ways in which minority groups can gain their rightful status in American society.
3. Committee work needs to be emphasized in the classroom. Positive attitudes toward other individuals and their ideas should be

exhibited by committee members.

Change in American society is a common occurrence. Each year many new inventions are developed. This generally helps to make the world of work more pleasant. It eliminates certain types and kinds of work; in many situations, however, new jobs and vocations are created. For example, just over forty years ago, wheat farmers would shovel wheat by hand from a wagon or truck to a bin for storage. Now, trucks are equipped with hydraulic lifts which lift the truck bed so the wheat runs into a box where a grain auger moves the grain to the bin for storage. Very little human effort is involved when using modern machinery to move wheat for storage purposes. The wheat farmer today can have a cab with air conditioning on his self-propelled combine; thirty years ago, he had little or no protection from the hot sun, while chaff and dust from the combine were continuously with him. Farm machines are doing more and better quality of work than ever before thus cutting down on the number of farmers needed on American farms. The blacksmith was a very important worker for farmers two generations and more ago. He made implements and fixed those needing repairs. Today, it is indeed a rare sight to find a blacksmith in any rural area. Modern dishwashers, clothes washers, dryers, ranges, refrigerators, and air conditioners have made homemaking an easier and more enjoyable task, thus making it possible for more women to accept employment in the world of work outside of the home. Older citizens have lived their lives from the time when few automobiles were on our roads until today when states and the nation are finding many streets and roads greatly overcrowded with cars.

The following important implications for a changing society due to inventions of machines and ideas may be important in elementary school social studies:

1. Pupils, particularly in historical units in the social studies, should notice how inventions and ideas changed the kinds of work that were and are performed by individuals.
2. With much change arriving continuously on the American scene, pupils need to accept change as a way of life. They should have numerous opportunities to predict and read about further changes that may come about in American society.

More knowledge is available today compared to past times. More reading materials exist for the reader than ever before. Individuals who are aware of the "explosion" of knowledge feel frustrated when entering a large library. They realize the large amount of reading materials available in different academic areas. And yet, only a very small fractional part of what is published can be read by any one individual. No doubt, reading materials will continue to increase in volume in the years to come. The social studies teacher faces an important problem in selecting important content in learning activities that are provided for pupils. The public school years are few when thinking about social studies content that pupils should understand in order to become good citizens in society. Implications for the elementary school social studies program when thinking of the "explosion of knowledge" may be the following:

1. The teacher needs to select important facts, concepts, and generalizations that pupils are to realize.
2. Key, structural ideas as identified by historians, geographers, anthropologists, sociologists, economists, and political scientists,

could form a basis for selecting important ideas that pupils are to realize inductively. This procedure might assist in weeding out that which is irrelevant.

3. The teacher needs to provide learning activities which help pupils not only to realize important understandings and skills, but also attitudes. Positive attitudes toward learning will guide the learner to achieve at his or her own optimum rate.
4. Pupils need to develop appropriate skills in locating information. Important content can then be located as needed from various reference sources.
5. Pupils should develop appropriate skills involving higher levels of thinking such as in concept development, critical and creative thinking, and problem solving. The methods used by social scientists such as in gathering and evaluating information may also be emphasized in a modern elementary school social studies program. Facts gained by pupils may become outdated, but the skills of higher levels of thinking will remain important in the years to come.

Disadvantaged pupils live in many areas of the United States. These are children who have not had significant background experiences that other pupils have experienced. For example, the disadvantaged pupil beginning the elementary school years may have had very limited experiences pertaining to a supermarket, a hardware store, a farm, proper health care, and other environmental situations necessary for successful living. Vocabulary growth and development, generally, will be very limited. Implications for this trend in elementary school social studies could be the following:

1. Adequate background experiences or adequate readiness needs to be provided for disadvantaged pupils when initiating and developing a unit.
2. Variety in learning activities is important to develop and maintain pupil interest, as well as to provide meaningful learnings in a unit of study.
3. The teacher needs to reward pupils who improve in performance over previous efforts; thus, all learners can experience success.
4. Purpose needs to exist on the part of the child when pursuing various learning activities.
5. Concrete learning experiences for the disadvantaged are of utmost importance.

Many pupils attend more than one elementary school during a given school year. Parents of elementary school pupils change jobs or seek advancement in new positions thus making for mobility of population. An elementary school pupil in the fifth grade, for example, might be starting a unit pertaining to Brazil. The learner moves to a different state and in the new school being attended, pupils are ending a unit on Great Britain. The child certainly discovers that sequence is lacking in experiences relating to social studies units. Or, in the sending school, the pupil is completing a unit on Australia; in the receiving school, a new unit on Australia is just beginning as the pupil arrives. The learner may miss out on another important unit due to experiencing a complete unit on Australia again. In situations such as these, the social studies teacher's responsibility may be the following:

1. Preassess background knowledge of the newly arrived pupil prior to

his/her participation in learning activities pertaining to the ongoing unit.

2. Provide learning activities which would guide the pupil to develop adequate background learning relating to the parts of the unit which had been completed prior to arrival in the receiving school.
3. Notice gaps in understandings, skills, and attitudes pertaining to important units that may not have been realized by pupils due to mobility.
4. Provide for proper sequence in learning activities when teaching pupils.

Increased concern is shown for air, land, noise, and water pollution. Rivers, lakes, and streams, in many situations, have been polluted by wastes from factories, industry, and homes. Roadsides have become easy places to discard empty cans, bottles, and waste paper. Too much land has been given over to depositing worn out refrigerators, ranges, washers, and dryers, as well as empty boxes, bottles, debris, garbage, and trash. Much of this land, no doubt, becomes useful again when the discarded contents have been properly buried. However, until better methods for recycling waste products are found, too much land is being used for discarding these waste products. As another form of pollution, the internal combustion engine in automobiles and trucks, and other means of transportation has made for a large amount of air pollution. Reliable estimates indicate that approximately sixty per cent of pollution in the air comes from the use of automobiles and similar means of transportation. Factories, of course, have also contributed to problems of air pollution. What are the implications of these societal trends for the social studies curriculum?

Pupils will need to have ample units of study which pertain to the causes of air, land, noise, and water pollution. Problem solving activities are very appropriate whereby solutions to pollution are sought. Solutions must be based on adequate knowledge; critical evaluation of each suggestion is necessary. Creative ideas are needed to solve these and other problems in American society.

More leisure time is available to workers than ever before. With machines doing much of the work that was done manually in earlier times, the average worker in American society works fewer hours per week now than formerly. The sweatshops of the nineteenth and early twentieth centuries when workers worked in factories from sunrise to sunset in uncomfortable surroundings are happenings of the past. Automation and inventions have eliminated the need for long hours of back breaking work. Workers now, of course, have paid vacations. More incentives exist on the part of the worker to retire earlier with the best pension and retirement plans ever available. This means that workers have more leisure time available. No doubt, the amount of leisure time will increase in the future. Leisure time can be used profitably to enrich the individual; it can also be detrimental depending on how the leisure time is utilized.

Many pupils in the elementary school have hobbies which are worthwhile leisure type activities such as collecting coins, stamps, postcards, and rocks. These interests need to be developed further; they can become a definite part of learning experiences provided in units taught in social studies. Favorable attitudes of pupils also need to be developed and/or maintained toward reading, listening to good recordings, and visiting places of interest when taking excursions. These learning activities are a part of the social studies program. They are also worthwhile leisure type activities. Worthwhile leisure time interests need to be developed by learners.

Natural resources must be wisely used by all in American society. The population of the United States has now reached the 220,000,000 plus mark and may continue to increase. Should the birth rate in the United States stabilize at its present level, a larger population will still result, among other reasons, due to an increase in life span of human beings. The increase in population has made for more farm land being utilized to build new houses in suburban areas. Much farm land each year is used in developing additional highways. At the present time there is a surplus of farm products; land can even be taken out of production for certain farm crops such as corn, wheat, and cotton. With an increase in population and a decrease in acres which are available for farming, food supplies from American farms may not be as adequate in the future.

Pupils need to develop appropriate attitudes whereby an appreciation for present day natural resources is exhibited. Excursions should be taken, if possible, to where natural resources have been conserved as well as misused. Examples of these could be the terracing of land to prevent erosion and observing directly where sheet and/or gulley erosion has occurred.

Pupils should definitely practice conserving materials used in school such as textbooks, library books, crayons, pencils, and chalk. Misused new textbooks can look old after having been in use for a few days only. Conservation of food may also be practiced by pupils in the school lunchroom.

Summary on Societal Trends and the Social Studies

Societal trends help determine specific units that may be taught in social studies. There must be ample justifications for each unit that is taught. Time that is spent in determining the justification for teaching specific units is time that is well spent. This would assist in weeding out unimportant units which is so necessary with the ever increasing amount of knowledge available to human beings. Teachers and supervisors of social studies should be scholars pertaining to understanding societal trends and determining what these trends mean in curriculum development.

Good human relations, problem solving, critical thinking, and creative thinking are important skills for pupils to develop to become effective citizens in a democracy. These skills are important in American society.

Problems for Consideration and Discussion

1. In surveying recent textbooks pertaining to the teaching of elementary school social studies, which principles of learning that teachers should follow when teaching pupils are mentioned most frequently? How would you implement each of these guidelines in the social studies curriculum?
2. Study the headlines and content of several major, reputable newspapers for a week or two. According to your thinking, what significance in this study is there for teaching specific units in elementary school social studies?
3. Visit at least two elementary school classrooms to observe the teaching of social studies. Which principles of learning are

followed, as well as violated, according to your observations?

4. In selecting and evaluating several curriculum guides, what indications are there that present day societal trends were studied and utilized in developing the elementary school social studies sections?
5. In evaluating several resource units, what indications are there that appropriate principles of learning were used in the selection of learning activities in elementary school social studies?

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CHAPTER TWO

RESOURCE UNITS, TEACHING UNITS, AND LESSON PLANS

Three valuable approaches to utilize in improving the social studies curriculum may be the developing of resource units, teaching units, and lesson plans. The resource unit will be discussed first since it contains many important suggestions for developing teaching units and lesson plans.

The Resource Unit

Resource units contain a collection of more objectives, more learning activities, more evaluation techniques, and more bibliography entries than can possibly be used by a given teacher for a particular classroom of pupils. A teacher can then select those objectives, from among many, which a given classroom of pupils needs to achieve. The teacher can also select, from among many, the learning activities and evaluation techniques which would be appropriate to use with a given class of pupils. Not all pupils, of course, learn equally well from a certain learning activity; variety in learning activities is important to provide for individual differences. Thus, a pupil who reads poorly can learn much in social studies through other learning activities such as viewing and discussing films, filmstrips, slides, and pictures. With many kinds of learning activities available in elementary school social studies, each pupil may be guided to realize optimum development.

Resource units may be developed cooperatively by teachers of a particular grade level within an elementary school or several elementary schools. The elementary school principal and elementary school supervisor should also be involved in developing resource units in leadership capacities. A resource unit may be used on more than one specific grade level. Thus, first and second grade teachers within an elementary school, for example, cooperatively could develop resource units. As a further example, fifth and sixth grade teachers could work together in a similar capacity. Through cooperative efforts in developing resource units, teachers, principals, and supervisors learn much from each other in developing the curriculum. Ideas are thus shared and evaluated in a group situation.

Several formats are available in the development of resource units. They have, however, much in common as to the essential parts. The following outline of the different parts should be helpful to the reader:

I. The title and grade level or approximate grade level
II. Justification for teaching the unit
III. The objectives of the unit
IV. Possible questions and problems for pupils to solve
V. Learning activities for pupils
    A. Initiating the unit
    B. Developing the unit
    C. Culminating or ending the unit
VI. Evaluating the achievement of pupils
VII. The bibliography section
    A. Teacher's bibliography
    B. Pupil's bibliography

Each of the above named parts of a resource unit will now be discussed.

1. The title and grade level or approximate grade level. With the

explosion of knowledge in American society, there is much to be learned by pupils. Units taught to pupils should be selected carefully. Content learned in the unit should be on the understanding level of pupils. Pupils should develop and/or maintain a high degree of interest when being actively involved in gaining important understandings, skills, and attitudes from a particular unit. From the learner's point of view, purposes need to exist for studying each particular social studies unit. Titles and content of social studies units should assist learners in developing an inward desire to learn.

2. Justification for teaching the unit. Which units in elementary social studies should be taught? A vast amount of knowledge exists in the different areas of the social sciences which include history, geography, political science, anthropology, sociology, and economics. Knowledge in these disciplines, no doubt, will continue to increase at a rapid rate. Teachers of social studies, principals, and supervisors must select with great care units which should be taught to pupils. Units which are taught must have ample justification. For example, supposing a unit pertaining to "Living on the Farm" is selected after careful deliberation to be taught on the primary grade level, what values and benefits justify the teaching of this unit? Perhaps, the following statements arrived at cooperatively by those involved in selecting social studies units may justify the teaching of that unit:

Farm life is continually changing. Machines are utilized today to perform work which was formerly done by human muscles. Modern tractors can have power steering just as automobiles do. Very little energy is expended by today's farmer in steering his tractor in making many turns on the field when he is plowing, harrowing, or disking his land. The farmer of today has a hydraulic lift on his tractor. He pulls a lever backward or forward next to the comfortable seat on his tractor, and the attached plow raises or lowers with almost no human energy involved. When wheat is to be put into a grain bin, the farmer uses a grain auger driven by an electric motor. Shoveling wheat by hand is an outdated practice on a modern farm. A self-propelled combine cuts the wheat in the field, and the wheat is loaded onto the truck with the use of the unloading auger which is attached to the grain bin of the combine. Larger machines are used on farms than ever before. A large tractor today can pull a plow with eight shears whereas a generation ago tractors of that size were not made. A generation ago a tractor pulling a plow with four shears was a large tractor. Thus, fewer farmers are needed on American farms than ever before. And yet, production on these farms, generally, continues to increase thus providing for an ample supply of food in the United States.

Some of the key ideas, then, that pupils may develop in the unit "Living on the Farm" would be the following:

1. Change is going on continuously in the area of farming in the United States. Pupils will study changes in other aspects of American society when different units in social studies are taught. (History)
2. Farmers are interdependent with other members in American society and the world. Machinery, equipment, building needs, and personal wants and necessities, among other items, are purchased by the farmer whereas an outlet for what he produces is obtained through processors and producers in American society and in the world.

(Economics)

3. There are many more consumers of farm products than there are producers of these products. (Economics)

4. The climate and kind of soil will guide in determining the kinds of crops that can be grown in different areas of the United States. (Geography)

If units in social studies cannot be justified adequately, they should definitely not be taught. With the vast amount of knowledge that is available in the social sciences, a major problem exists in selecting important units to teach in elementary school social studies. In many ways, the section in the resource unit pertaining to "Justification for teaching the unit," relates directly to the objectives section which will now be discussed.

3. The objectives of the unit. A resource unit contains, among other things, more objectives than a given class of pupils can realize. Social studies teachers need to select those which are attainable and provide for individual differences. Pupils in a school may be grouped homogeneously in terms of fast, average and slow learners. Or, they can be grouped heterogeneously thus providing for a considerable range of achievement within a class. Teachers must have much information about their pupils such as interests, home background, achievement, capacity, and health in order to select objectives intelligently for a given group of pupils. The total pupil needs to realize optimum achievement; thus all three categories of objectives - understandings, skills, and attitudes - must be emphasized.

A resource unit for upper grade pupils entitled "Living in the Middle

East" could, among others, contain the following general objectives:

To develop within the pupil an understanding that

a. Ancient Israel reached its highest level of development under the reign of King David and King Solomon with Jerusalem being the capital city.

b. the Arabs became united with the Moslem religion and established a large Empire which included, among other areas, the Middle East, North Africa, Spain, a part of France, and a part of India.

c. the Middle East later was under the rule of the Ottoman Empire (1517-1917) and the British Mandate (1917-1948).

d. the United Nations voted for a partition plan for Palestine in 1947 to divide the land between the Jews and the Arabs.

e. dissatisfaction of the partition plan resulted in four Arab-Israeli Wars in 1948.

f. Israel became a nation in 1948 while the rest of Palestine (the West Bank) became a part of the Hashemite Kingdom of the Jordan.

g. the Arab-Israeli War of 1967 changed previously designed borders.

Among the skills that could be developed within pupils may be the following:

a. Utilizing the author, subject, title, and cross reference cards in the card catalogue to locate appropriate library books.

b. Using encyclopedias to gather needed information.

c. Reading content with meaning and understanding from several series of social studies texts.

d. Developing an outline of content read.

e. Drawing and finding pictures relating directly to the outline.

f. Presenting information clearly and accurately to the class.

g. Working harmoniously with others in class, school, and society.

The following, among others, would be examples of desirable attitudes that may be developed within pupils:

a. Appreciating contributions of nations of the Middle East.

b. Wanting to solve problems and disagreements peacefully that exist between and among nations.

c. Appreciating problem solving activities in the social studies.

d. Wanting to learn more about the Middle East.

e. Wanting to evaluate the contributions of others in terms of desirable standards or criteria.

f. Respecting classmates and their contributions.

The teacher needs to select objectives carefully that pupils are to realize in elementary school social studies. The social studies textbook alone must not determine these objectives. Too frequently this has been true when teachers have largely used the confines of a textbook to determine objectives in teaching social studies. Pupils who do not read well may gain very little from ongoing units of study. Those pupils who achieve well above their present grade level in reading may become bored in this outdated approach in teaching social studies. Reading content is only one learning activity, among many, in ongoing units of study. The teacher must individualize instruction to provide for individual differences in the classroom. Careful thought must be given to the value and worth of each objective. When pupils realize desired objectives, they should become informed citizens who can identify important problems and work toward their solution in school and society.

An important concept to utilize when writing objectives is the word "balance." Some kind of balance needs to exist among understandings, skills, and attitudes. If objectives emphasizing attitudes were not stressed in teaching-learning situations, pupil achievement in the social studies would go downhill. This would hinder pupils in liking the curriculum area of social studies and thus keep these learners from realizing relevant understandings and skills objectives. It is difficult to separate objectives dealing with attitudes from understandings and skills since one category of objectives affects the other categories. Balance in these three categories of objectives would not mean that the same number of outcomes would need to be stressed in each of the domains. For example, a particular social studies unit may emphasize more of construction work, art activities, and reading activities, as compared to other units; thus an adequate number of skills objectives would need to be written and emphasized in teaching and learning. When pupils are successful in interesting and purposeful construction work, art activities, and reading activities, attitudes may then also improve. This would aid pupils then in realizing attitudinal objectives.

Objectives should always be adjusted to present achievement levels of individual pupils. Certainly, the social studies teacher should not select objectives that are too difficult for a learner to realize. Nor, in the other extreme, should objectives be selected by the teacher which a learner has already realized. If objectives are selected which are excessively difficult to realize, pupils, generally, will not learn to like social studies as a curriculum area. They will thus, in many cases, not develop needed understandings, skills, and attitudes. If objectives have already been realized by the learner prior to the teaching of a unit, minimal new learnings only, will be developed by the pupil. Preassessing pupils before teaching a unit helps to eliminate objectives that are too difficult or too easy.

General objectives state what kinds of individuals teachers are attempting to develop during the time a unit is taught or for a longer period of time. Objectives pertain to what is valued highly in society. Certain objectives are prized more highly as compared to other objectives. Value judgments based on knowledge must be made to determine which objectives pupils should realize.

Teachers of social studies need to select important general objectives carefully for a resource unit which individual pupils in a class may realize during the time a unit is taught or for a longer period of time.

Specific objectives can be developed from the stated general objectives. Specific objectives are important to emphasize when developing teaching units and lesson plans for a specific class of pupils. Teaching units and lesson plans will be discussed later.

Specific objectives state the type or kind of behavior the child is to exhibit as a result of teaching a lesson or several lessons. The teacher can be reasonably certain that each pupil has realized specific objectives; there is little room for interpretation of the meaning of these kinds of objectives. A vague objective, as an example, could be the following: "The pupil is to understand World War II." Many different interpretations of the meaning of this objective may result. For example, what is the pupil to understand about World War II? There certainly is a vast amount of information written about World War II. Various interpretations could be given of what pupils are to learn in the preceding vague objective. The pupil would generally reveal through an act or a product of an act that a specific objective has been realized. The teacher can then determine if pupils have realized the specific objective or objectives. The teacher, in other words, could not evaluate if pupils have realized the previously stated objective pertaining to "the pupil is to understand World War II." Certainty must exist in the teacher's mind that a goal has been realized by the pupil when referring to specific objectives. Teachers, basically, should be able to agree in degrees that the exhibited behavior of the pupil reveals with certainty that a specific objective has been realized. The following would be an example of a specific objective: "The child will list in writing three causes of World War II." After ample, appropriate learning activities have been provided in the classroom, the teacher can evaluate the effectiveness of his or her teaching by having pupils write three causes of World War II. If they list more than three causes, this is better yet. Provisions must be made for individual differences in the classroom. Each pupil should realize stated objectives.

Different levels of complexity exist, for example, in objectives pertaining to the cognitive domain. Cognitive objectives pertain to the use of the intellect. Contrast the following specific objectives:

(a) The pupil will list in writing four modern machines used in farming.

(b) The pupil will write two uses for each of four modern machines used in farming.

The first objective requires the pupil to recall facts. There are many important facts for pupils to learn meaningfully and to retain. Different types or kinds of thinking require the use of facts. The teachers must guard against having pupils learn facts which are unimportant and irrelevant. With the explosion of knowledge as a trend in society, it is important to select content carefully when teaching pupils. The second objective goes beyond the mere recalling of facts. A more complex level of thinking is involved here whereby the pupil is to go beyond recalling the names of four modern machines used in farming; he or she is also to tell how each machine is used in farming. Teachers must have pupils realize objectives which go beyond that of mere recall of facts. In addition to the two levels of cognitive objectives listed above, pupils should also be able to transfer learnings to new situations, to think critically, to develop a hypothesis or hypotheses when engaging in problem solving activities, and to engage in evaluating content.

Specific objectives dealing with the psychomotor domain will now be discussed. In this domain the use of the muscles or eye-hand coordination is involved. If pupils are studying a unit on the farm, they could construct, among other items, a model farm house, barn, silo, and cattle shed. As further examples, pupils with teacher guidance in studying a unit on Australia may develop a frieze pertaining to the following scenes: a cattle station, a sheep station, a desert area, and an urban scene. A specific objective in the psychomotor domain pertaining to a unit on the Middle Ages may emphasize the following: "The pupil will construct a model castle using a cardboard box, scissors, and tempera paint." To realize this objective, a variety of learning activities must be provided. Proper sequence of the learning activities is important. The pupil could observe numerous castles through viewing and discussing pictures, a filmstrip, slides, a film, and reading content about castles. Ultimately, the pupil must exhibit behavior whereby it can be determined that he/she can construct the model castle as stated in the objective.

Specific objectives pertaining to the affective domain deal with feelings, attitudes, and appreciations that pupils have. As was stated earlier, this category of objectives is of utmost importance since it influences achievement in the area of understandings and skills or in the cognitive and psychomotor domain. If pupils are studying a unit on the farm, positive attitudes should be developed toward the farmer and farming in providing needed food and fiber in American society. When studying a unit on Canada, pupils may develop an attitude of respect and appreciation for harmonious relationships between that country and the United States. Also, an appreciation for the high standard of living and democratic form of government in Canada should be developed and/or maintained by pupils. Appreciating the contributions of Black Americans such as George Washington Carver, Thurgood Marshall, Martin Luther King, Ralph Bunche, and Edward Brooke, would also relate to objectives stressing the affective domain. These objectives should be precise and specific so that teachers generally agree as to their meaning. In studying a unit on Australia, the following would be a specific objective pertaining to the affective domain: "The pupil will voluntarily select and read a library book on Australia, ultimately reporting his or her findings to three other learners in a committee." To realize this specific objective, the teacher could briefly introduce or review several library books to pupils. Hopefully, pupils will voluntarily read a book of their own choosing and report findings to committee members. Numerous other approaches may be utilized to evaluate if the pupil has comprehended the contents well, such as conducting a conference with the learner to determine comprehension. The pupil, for example, could answer correctly three out of four questions asked of him covering the content of the library book.

4. Possible questions and problems for pupils to solve. In American society it is important for individuals to identify problems and have

possible solutions to these problems. In the social studies curriculum, pupils must have ample opportunities to engage in problem solving activities. For problem solving to occur, the problem must be carefully identified and delimited. Once this task has been completed, information or data can be gathered to develop a hypothesis (or hypotheses) in answer to the problem. Further study and thought can help in testing the hypothesis or hypotheses.

It is important to have a section in the resource unit which is devoted to possible questions and problems for pupils to solve as the unit progresses. In a unit pertaining to the Middle East, the following problems or questions, among others, may be important for pupils to solve:

a. How did the Balfour Declaration assist in establishing the state of Israel?

b. How did the United Nations plan of 1947 for partitioning Palestine affect both the Jews and the Arabs?

c. What were possible causes for the Arab-Israeli Wars of 1948, 1956, 1967, and 1973?

d. What factors are keeping the present Middle East conflict from being resolved?

5. Learning activities for pupils. The teacher must select learning activities which will guide learners to realize objectives. Each pupil must achieve important attainable objectives. Learning activities should be selected whereby pupils may feel successful in achieving new objectives.

When starting a social studies unit, the teacher must develop within pupils readiness to benefit adequately from new learning activities provided in proper sequence. The social studies curriculum will need to be adjusted to each pupil in the class. Teachers must work in the direction of getting pupils actively involved in a variety of interesting learning activities pertaining to the ongoing unit. Too frequently, a teacher has been enthused in a unit that is taught, but enthusiasm for learning has been lacking on the part of children. It is necessary to evaluate the learning activities continuously which are provided for pupils to determine if individual differences within a class are being provided for. Selected learning activities may be used to initiate, develop, or culminate a unit. Chapter three deals with a further discussion of learning activities for pupils in elementary school social studies.

6. Evaluating the achievement of pupils. The teacher wants to determine if pupils have realized stated objectives. To indicate if objectives have been realized, evaluation is necessary. Not all evaluation techniques will assess pupils in the same facet of development. For example, a paper-pencil test carefully developed by the teacher may measure pupil achievement in having gained important facts, concepts, and generalizations. However, pupil achievement in general intellectual development cannot be evaluated using sociometric devices. The sociometric device may be utilized, among other evaluation techniques, to assess pupils in social development.

Each evaluation technique has strengths and weaknesses. Thus, a variety of techniques needs to be utilized. For example, the social studies teacher through observation may feel that certain pupils are not making progress in ongoing units of study until comparisons are made of work samples of each pupil, such as written reports, in comparing individual present achievement with earlier achievement levels. Chapter twelve is devoted to "Evaluating Pupil Achievement."

7. The bibliography section. In this section, the social studies teacher may find a listing of resources for his or her own personal use. This list would include, for example, professional books and magazines which

the teacher finds helpful in teaching social studies. The bibliography should also contain a listing of materials for pupils to utilize such as library books, films, tapes, filmstrips, slides, textbooks, pictures, and models.

Teaching Units

Developing good teaching units should help to improve the social studies curriculum. A teaching unit generally pertains to planning for instructing a specific class of pupils for an entire unit. The resource unit which was discussed previously should be utilized directly to develop the teaching unit. A teaching unit is used to teach a specific class of students whereas the resource unit contains a collection of more objectives, learning activities, evaluation techniques, and bibliography entries than can possibly be used in teaching a given class of learners. Thus the resource unit provides valuable suggestions from which the teaching unit may be developed.

Several formats exist which may serve as guidelines for developing teaching units. The following format can be used as a guideline in developing the appropriate sections of a teaching unit:

1. Specific objectives
2. Pretesting of pupils
3. Possible revision of objectives
4. Learning activities to realize objectives
5. Evaluation to determine if objectives have been realized

1. Specific objectives. The teacher must select with much care important specific objectives which a class of pupils may realize. The specific objectives are carefully selected in that they can be achieved by pupils in a class and represent significant objectives, according to teacher

judgment. The objectives should be specific so that the teacher may ascertain after instruction if they have been achieved by learners. Thus the teacher may evaluate if these objectives have been attained.

2. Pretesting of pupils. The teacher must evaluate the present level of achievement of pupils individually. Certainly, the teacher does not want to teach that which pupils cannot learn. Nor, in the other extreme, does the teacher want to teach that only, which makes for review and repetition on the part of learners. New learnings then would not be developed by pupils.

The teacher of social studies must use appropriate evaluation techniques which will assist in determining where pupils are presently in achievement. The evaluation is based directly upon the stated specific objectives. One objective, among others, may have been the following pertaining to a unit on Mexico: "The pupil will list four leading farm products produced on farms in Mexico." Through a discussion, as an example, the teacher can determine if the objective has already been realized and needs to be adjusted upward for learners. Perhaps, learners lacked background knowledge of Mexico and the objective needs to be modified to an easier level. It, of course, is also possible that objectives do not need to be modified, revised, or changed, as a result of the pretest. Diverse techniques may be utilized to preassess learner progress.

3. Possible revision of objectives. Through evaluation of present levels of pupil achievement pertaining to the new unit which is to be taught, the teacher receives valuable information about the necessity of leaving the objectives as they were or revising them. It is highly recommended that some type or kind of pretest be given so that specific

objectives can be revised, if necessary. Each pupil then has objectives which may be realized. The curriculum is thus adjusted to the present levels of pupil achievement. Learners can then be successful in achieving to their highest level possible when realizing attainable objectives.

4. Learning activities to realize objectives. The teacher must think of the concept "variety" when evaluating possible learning activities for pupils. The learning activities should assist pupils to realize specific objectives. Learning activities must point directly toward having learners achieve objectives.

The social studies teacher should also think of proper sequence for learners when providing a variety of learning activities. A good rule to follow would be to move from the simple to the complex when teaching pupils. Proper sequence from the child's point of view is very important. The teacher can provide learning activities which are too difficult for learners; learners then would lose out on important learnings due to complexity of content and ideas being presented. With good sequence in ongoing learning activities, pupils should progress continuously. To initiate a unit, the teacher, for example, could show a film which would provide an overview of the entire unit to pupils. The film would be on the understanding level of learners. The contents of the film should be thoroughly discussed with active involvement on the part of pupils. Following this learning activity, the overhead projector could be used to provide further related learning activities. Perhaps, the involved transparency clarified ideas which were developed from the preceding learning activity involving the film. A discussion of content pertaining to the transparency should assist pupils in developing concepts, principles, and generalizations in greater depth. Other learning activities in sequence may pertain to the use of a filmstrip, pictures, a tape, and drawings to further enhance pupil learning. Meaningful discussions should be a definite part of each presentation. Learning activities provided for pupils should help pupils extend their thinking when moving from the simple to the complex. Additional learning activities provided for pupils may assist learners to develop gradually more complex responses on their own unique achievement levels.

Learning activities should guide pupils to achieve specific objectives in the teaching unit. In a unit pertaining to the Middle East, the teacher may have written the following specific objective for pupils to realize: "The pupil will write four generalizations pertaining to the Balfour Declaration." The teacher's task now is to provide learning activities which will assist pupils to realize the specific objective. Proper sequence in learning activities is important which guides pupils to progress continuously in realizing desired objectives.

5. Evaluation to determine if objectives are being realized. The teacher must be certain that specific objectives have been achieved by pupils. The way to determine if objectives have been realized is through evaluation. Appropriate techniques of evaluation then must be utilized by the teacher to decide if learners have achieved specific objectives. Teachers should assess pupils at the end of a social studies unit to notice if objectives have been realized. They should also determine at various intervals when the social studies unit is being taught whether specific objectives are being achieved. Evaluation of pupil achievement must be a continuous process. Additional learning activities should be provided for pupils when specific objectives have not been acquired at different intervals during the time the unit is taught.

Lesson Plans

A carefully developed plan for each day in teaching social studies can do much to improve the curriculum. A lesson plan pertains to a specific lesson in teaching social studies. The teacher may, of course, not follow the lesson plan completely for a particular day of teaching social studies if feedback from learners during class sessions reveals that different learning activities need to be provided than those suggested in the plan. However, each day's learning activities in the social studies should be planned in detail in a lesson plan. Careful planning by the teacher is important in helping develop confidence for success in teaching.

The teaching unit discussed previously may be utilized directly in getting ideas for developing a lesson plan. There are different plans or formats for developing lesson plans. The following model may be used in writing the necessary parts of a lesson plan:

1. Specific objectives
2. Learning activities
3. Evaluation techniques

1. Specific objectives. There are, of course, carefully selected specific objectives which learners can achieve for a certain class session that is devoted to teaching social studies. Learners must realize new significant attainable objectives if they are going to develop as well as possible intellectually, socially, emotionally, and physically. The objectives realized by learners for a specific class session in social studies should relate to general objectives which would be achieved over longer periods of time for pupils such as during the time a unit is taught or for the entire school year.

2. Learning activities. To realize specific objectives for a given session devoted to teaching social studies, careful selection of learning activities is important. The learning activities that have been selected should definitely help pupils to realize the stated objectives. The learning activities should have proper sequence so that learners may achieve continuous progress.

3. Evaluation techniques. The social studies teacher must select appropriate evaluation techniques to determine if pupils have realized specific objectives for a given lesson in elementary school social studies. The technique to utilize in evaluating pupil achievement pertaining to learnings obtained from a class session devoted to social studies must be selected carefully. Teacher observation of pupil achievement may be adequate to determine if specific objectives have been achieved for a particular lesson in social studies. Observations made by the teacher can be recorded and compared with other observations made. On other days, additional techniques of evaluation may be used such as a teacher-made test. The evaluation technique that is used should guide the teacher in determining if pupils have realized specific objectives. In studying a unit on Argentina, for example, pupils at the appropriate stage of readiness may realize the following objective for a specific lesson: "The pupil will list in writing in order of importance four manufactured products of Argentina." The objective states the technique or approach that will be utilized to evaluate pupil achievement.

Scope in the Social Studies

An important problem in developing the social studies curriculum is to determine scope. Scope would pertain to the breadth of content or units taught in the social studies curriculum. There are several ways to determine the scope of elementary school social studies.

An outdated approach in determining scope would allow a series or several series of social studies textbooks utilized on different grade levels to determine the social studies curriculum. The teacher, in this situation, teaching social studies would rely upon these textbooks to determine which units are to be taught. By looking at the table of contents of social studies textbooks being used in an elementary school, one can, of course, tell the titles of units that will be taught. Social studies textbooks can provide valuable learnings for pupils. They should be consulted for sources of information in helping to determine the scope of the social studies curriculum. Social studies textbooks, however, should not be the sole determiners in determining what is to be taught in social studies.

A second approach in determining the scope of elementary school social studies may pertain to involved teachers, supervisors, and principals identifying important generalizations that pupils should realize in each of the units to be taught. Adequate time must be given in identifying these significant generalizations. Selected generalizations may pertain to a specific unit only. Others will relate to different units taught in the social studies. If pupils are to study a unit on dairy farming, the following generalizations, among others, could be identified which pupils then may acquire:

1. Strict standards must be followed by dairy farmers who sell milk for human use.
2. Milk is not touched by human hands as it moves from the cow being milked to a bulk milk tank.
3. The use of machines has eliminated much of the heavy manual labor formerly performed by dairy farmers.

4. Individuals in society, including dairy farmers, are interdependent.

A third approach in determining the scope of social studies may pertain to specialists in the social sciences identifying key structural ideas which pupils could then realize inductively with teacher guidance. Specialists in history, geography, anthropology, sociology, political science, and economics may help determine major ideas that pupils should develop. These key ideas could be emphasized throughout the elementary school years when different units in social studies are taught. Professors from local or nearby colleges and universities may assist in determining which major ideas from the social sciences should be emphasized in different specific units in elementary school social studies.

Perhaps, the best suggestion that could be made for determining scope in elementary school social studies would be to use the best that exists from the three approaches discussed previously. Certainly, social scientists from the different areas of the social sciences have valuable contributions to make in determining what is to be taught in elementary school social studies. A further source of information for determining what is to be taught may come from writers of elementary school social studies textbooks. These sources for determining scope in elementary school social studies can be evaluated by those involved in developing the social studies curriculum such as teachers, supervisors, and principals. Active involvement is necessary by participants when determining the scope of the social studies curriculum. Pupils must be guided to become proficient in critical thinking, creative thinking, problem solving, and desirable attitudes when thinking of developing the scope of the curriculum.

Sequence in Social Studies

Sequence in social studies pertains to answering the questions of when units should be taught. For example, when should units on the home, school, and pets be taught? In many cases, units such as these will be taught on the first grade level. The assumption has been that the home, school, and pets are in the immediate environment of young children thus making for adequate background learnings and readiness for learning, generally, for pupils of this age group. There are exceptions, of course, to this statement. The teacher can provide background learnings for those pupils who lack the necessary prerequisites. On the second grade level pupils may study units on the neighborhood and city, generally. In other words, the child is studying units which are further removed from his immediate environment in the second grade. By the time the pupil is in the intermediate grades he/she is studying units which are further removed from the immediate environment. The pupil in the intermediate grades may be studying units on Latin America, Mexico, and American history on the fifth grade level and units on Western Europe, Eastern Europe, Africa, Asia, and Australia on the sixth grade level.

There is a major question that can be raised pertaining to units commonly taught on the primary grade levels. This question would pertain to what is close or in the immediate environment of the child. The television set has brought Great Britain, France, West Germany, the Middle East, and other areas of the world close to the child. Children on the first grade level, then, should have ample opportunities to learn about homes in the United States as well as in a few selected foreign countries. The "far away" has been brought close to elementary school pupils due to better methods of communication as well as transportation.

It is important to teach units in depth rather than using the survey approach. Thus, teachers, supervisors, and administrators should select, perhaps, eight or nine units to be taught in a given school year on the intermediate grade levels. Too frequently, the number of units taught in a given school year has been excessive. Pupils then have not attached meaning to the ongoing unit. Perhaps, learners developed generalizations based on inadequate information since the teacher tried to cover too many units in the survey approach to teaching social studies.

There are several questions which should be answered pertaining to sequence of units on the different grade levels in the elementary school.

1. Which units are on the understanding level, in general, for pupils of a particular age level?
2. Can adequate readiness be developed within pupils to attach meaning to the contents of a new unit?
3. Will the unit be of interest to pupils in a particular class?
4. Are pupils mature enough to develop purpose for studying a particular unit?
5. Are adequate materials available for each social studies unit in order that learning activities may be varied and thus provide for individual differences?

Problems for Consideration and Discussion

1. Read several periodical articles from educational journals dealing with objectives in elementary school social studies. What agreements, as well as disagreements, exist on objectives that pupils should realize in the social studies, according to these writers?

2. Survey the objectives that writers of several series of elementary school social studies textbooks recommend in the teacher's manual section. Which objectives did these writers agree upon? Disagree?
3. Interview three teachers of elementary school social studies about objectives they have pupils realize. Contrast the information from the interview with that of problems one and two above.
4. Select several textbooks on teaching elementary school social studies and summarize the objectives which pupils are to realize.
5. Contrast the objectives from your summary in problem four with social studies objectives listed in several city school or state curriculum guides.

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CHAPTER THREE

LEARNING ACTIVITIES IN THE SOCIAL STUDIES

Once the objectives in elementary school social studies have been determined, then careful consideration must be given to selecting learning activities which will be provided for pupils. It is necessary to utilize diverse kinds of experiences so that each pupil in a classroom can achieve as much as possible. Teachers must study individual pupils very carefully so that learning activities may be provided which will release the highest potential of each child. For each activity to be provided for pupils, the following questions should be answered in the affirmative by the teacher:

1. Will new interests be developed in the social studies unit being taught?
2. Will proper sequence be maintained in that pupils can be successful when new learnings are encountered?
3. Will pupils be motivated so that an inward desire to learn may result?
4. Will differences among pupils be provided for in that individual pupils, small groups, or the class as a whole attach meaning to ongoing learnings?
5. Will each pupil feel learnings obtained are relevant and that purpose in learning is involved?
6. Will pupils be stimulated to ask questions so that problem solving activities will be encouraged?
7. Will pupils develop desirable understandings, skills, and attitudes

in ongoing units of study?

Strategies for Teaching a Unit

In initiating a social studies unit, teachers need to think of learning activities which will stimulate pupil interest. The thinking of pupils must also be oriented to the new unit. Pupils should perceive that purpose is involved in studying the new unit. Teachers need to plan a strategy for initiating a unit which is different, in degrees, from other parts of the unit such as the developmental activities and the culminating activities. For example, if pupils are to start a unit on Japan, the teacher may select a filmstrip which presents an overview of that country to pupils. Attractive appealing frames pertaining to the following scenes in Japan may appear on the filmstrip: manufacturing, farming, fishing, transporting, and living in cities. The content of the filmstrip should capture pupil interest in that many good questions are asked by these learners. Purpose in learning would be involved when pupils have ample opportunities to obtain needed information to answer important questions. As pupils view the contents of the filmstrip, as well as raise related questions, their thinking is being continuously oriented to the country of Japan. Information from a variety of sources may then be obtained to answer these questions.

As another example of a learning activity utilized to initiate a unit, the teacher of social studies may prepare an interesting bulletin board display. The following scenes on Japan could make up the contents of this display: automobiles being assembled on an assembly line, rice being raised in a rural area, ships being loaded for sending manufactured products abroad, and pupils attending the elementary level of schooling. An appealing caption should appear with the above named pictures. Pupils when viewing these pictures may ask many questions of each other and of the teacher. Examples of the kinds of questions in a discussion that pupils might ask could be the following:

1. Why does Japan produce many automobiles?
2. How is land farmed for the raising of rice?
3. How are products loaded on ship to be sent abroad?
4. What is school like for Japanese children?

Questions that are asked by pupils pertaining to the bulletin board display may provide numerous learning activities involving problem solving.

An interest center could be a further example of learning activities utilized to initiate a unit. Pupils and teachers may bring to the classroom articles and items which come from Japan. The interest center can provide the framework for an excellent discussion in that problems may be identified and related solutions obtained.

An ample number of learning activities must be provided as initiating activities before developmental activities are brought in to teaching-learning situations. It must be remembered that initiating activities should help learners realize understanding, skills, and attitudinal objectives.

After a unit has been properly initiated with an ample number of activities, appropriate learning activities need to be selected for developmental activities. Pupil interest and purpose must be maintained as the unit progresses. Understandings, skills, and attitudes are developed in greater depth in the developmental activities as compared to initiating activities. In the unit on Japan referred to previously when discussing initiating activities, pupils viewed a filmstrip, bulletin board, and interest center with ample opportunity to ask questions. Pupils in the developmental activities may now gather additional information in answer to other questions about manufacturing, farming, fishing, transporting, and living in the cities of Japan. Each of these areas can now be studied in depth. Reading materials, maps, globes, films, pictures, tapes, and other audio-visual aids may guide learners to develop understandings in depth. Pupils should be motivated in asking additional questions when pursuing developmental activities.

Culminating activities for pupils would pertain to those learning activities which would bring a social studies unit to a successful conclusion. Pupils with teacher assistance should review and relate major understandings obtained from studying the unit. Rote learning and memorization of content should not be emphasized. Instead, new and varied methods, materials, and techniques should be utilized in teaching so that pupils may continue to develop favorable attitudes toward social studies as a unit is brought to a close. Important understandings gained by pupils may be used in numerous ways so that they will not be easily forgotten. Even though a unit is being concluded, it is important to stimulate pupil curiosity continuously. One of the most important tasks of social studies teachers is to develop within pupils a continuous desire to learn. When culminating a unit in social studies, pupils should feel an inward desire in wanting to know more about the unit being concluded. It is unfortunate when pupils have felt that the unit now being concluded should have ended much earlier. The highest quality of learning will not occur under these circumstances.

Selecting Learning Activities

Careful selection of learning activities is important in the elementary school social studies curriculum. Learning activities must provide for each pupil in the classroom so all may achieve to their optimum in the social studies. If a pupil, several pupils, or a larger group are not benefiting as much as they should from the ongoing social studies curriculum, the teacher needs to manipulate different variables -- one may be a change in learning activities.

1. Utilizing pictures. Pupils can learn much from carefully selected pictures. A child who reads poorly may not learn much from reading about a desert; however, the learner may look at pictures of desert scenes and attach meaning to the concept "desert." Pupils may not understand the meaning of the concept "bedouin" in a discussion where no visual aids are utilized. That concept can become increasingly meaningful when looking at pictures of bedouins.

Social studies teachers should continually collect pictures that pertain to units taught in a school year. These pictures may be utilized again in succeeding years if they are still up-to-date and appealing to pupils. Using pictures in teaching should encourage pupil interest and curiosity. Pupils may want to learn more about the contents of a picture when it is being studied and evaluated. Pictures on a bulletin board can be used to initiate a unit. If intermediate grade pupils, for example, are to study a unit on "Colonies of the New World," the teacher can initiate the unit with the following pictures: colonists clearing wooded areas for farming purposes, colonists building homes, ships being built, and colonists living in a village. Enough time needs to be given by the teacher to have pupils observe these pictures carefully on their own and with teacher guidance. Carefully prepared questions asked by the teacher can stimulate pupil thinking in wanting to learn more about colonization in the New World. Pupils with teacher guidance could discuss answers to questions such as the following pertaining to the pictures mentioned above:

1. How did colonists build their homes?
2. Why did they live in villages?
3. Why did colonists engage in the building of ships?

Pictures can also be utilized in teaching as developmental activities. In the unit pertaining to colonization in the New World, pupils could develop a concept or a generalization in greater depth by looking at a series of related pictures. For example, by studying several pictures of Puritan houses, pupils may notice distinguishing characteristics between houses of colonial America and those of today. Or, by studying pictures relating to shipbuilding in colonial America, pupils may contrast shipbuilding of an earlier period of time with that of modern times.

Wise use of pictures may also be made in culminating a unit. A set of pictures could be placed on the bulletin board or chalk tray. Based on previously developed understandings, pupils could now volunteer to tell about their observations. The teacher may evaluate the presentation of each pupil as to accuracy and clarity of ideas presented. Thus, information can be obtained by the teacher in determining which objectives have been realized. Additional learning activities need to be provided where desired objectives have not been realized by pupils.

2. Utilizing slides and snapshots. Teachers of social studies may develop a collection of slides and snapshots related to specific units. Primary grade teachers teaching units pertaining to the farm may take their own pictures of scenes such as the following: dairy cows grazing in a pasture, milk moving from the dairy cow being milked to a bulk milk tank (human beings do not lift milk cans or buckets on a modern dairy farm), a bulk tank where feed for dairy cows is stored, and gauges inside the

dairy barn which are set by the farmer to regulate the amount of feed each cow is to get. Or, teachers who teach units on different areas of the United States, such as the Midwest, may take pictures of that area. These pictures could pertain to the following scenes: farmers cutting grain with a self-propelled combine, farmers plowing land using a modern tractor with a cab and a hydraulic lift to raise and lower the cutting level of the plow, a flour mill, grain elevators which receive harvested crops from farmers, livestock grazing in pastures, silos with unloading augers, factories producing different products, scenes of cities of different sizes, and ways in which goods are transported.

If snapshots are used to tell a story, careful attention should be given to their proper order. For example, if a set of snapshots is used to tell a story about wheat farming, a snapshot pertaining to sowing wheat should be viewed prior to one which pertains to harvesting the grain. The snapshots should be arranged in proper sequence to show steps that are involved in growing a crop of wheat.

Slides, if purchased commercially or if the teacher's own camera was used, need to have proper order when viewed by pupils. Improper sequence in the presentation of slides may provide situations whereby pupils develop incorrect understandings. Each slide should be discussed adequately; pupils should be stimulated to ask questions which they perceive to be important.

Slides and snapshots may be used to develop interest and orient pupils to a new unit. They can also be utilized as developmental activities to develop concepts and generalizations in greater depth. Slides and snapshots may also be used to end a unit; thus pupils with teacher assistance may review and relate previous learning through the use of slides and snapshots.

3. Utilizing the flannel board. The flannel board is frequently used as a teaching aid on the primary grade levels. The configuration of animals, jet planes, cars, buses, and houses, for example, may be cut out and a small piece of flannel can be pasted on the back of each picture so that it will stick to the flannel board. If pupils on the primary level are studying a unit on transporation, the flannel board may provide rich learning activities for pupils. Different types of transportation shown on the flannel board may aid pupils in identifying important questions when initiating a unit. Pictures of different kinds of transportation used as developmental activities can help pupils gain important concepts and generalizations in depth. In culminating a unit, pupils could tell about each cutout on the flannel board pertaining to different types of transporation. Pupils may thus reveal accuracy of understandings they have obtained from the unit. In the examples cited, the flannel board can be used in initiating activities, developmental activities, and culminating activities. The flannel board should be used together with other learning activities to help each pupil learn as much as possible in ongoing units of study.

On the intermediate grade levels, the flannel board, for example, could be useful in helping pupils understand the land areas that were added to the United States in units on American history. Felt cutouts of different colors could be made pertaining to areas such as the following: The United States as of 1783, the Louisiana Purchase, the Oregon Territory, and the Gadsden Purchase. When pupils make the cutouts for each land addition, careful attention must be given to accuracy in size and configuration. Making, manipulating, and putting together the different cutouts should assist pupils in gaining needed understandings.

4. Utilizing puppets and marionettes. To provide for individual differences in the classroom, learning activities can be provided for pupils using puppets and marionettes. A shy child may refrain from participating in group discussions, but he can forget about his shyness by playing the role of another individual when puppets and marionettes are utilized. A considerable amount of time may be spent by pupils in making puppets and marionettes. The question arises as to the amount of time that profitably may be devoted to the making of these aids in learning. The teacher in charge of teaching pupils needs to judge the values obtained by pupils in making certain kinds of puppets and marionettes which take up a considerable amount of time. This could be justifiable in terms of understandings, skills, and attitudes developed in the curriculum area of art in the elementary school. At the same time, pupils can utilize the finished product at different points in a social studies unit such as in initiating, developmental, and culminating activities. Selected kinds of puppets take a relatively small amount of time to make. The stick puppet, for example, can be made in a short period of time. Pupils could draw a picture of a person, cut it out, and staple it to the top of a tongue depressor stick. Each pupil, then, making a stick puppet could play the role of another individual pertaining to a specific social studies unit. Pupils studying a unit on colonies of New England could plan together with teacher guidance as to the characters needed for a specific event or happening in this unit. This event or happening may relate to a town meeting where an important problem is discussed that has arisen in a New England village. Speaking parts may be developed as the need arises when using the puppets. Pupils will discover that additional knowledge is necessary on their part when utilizing puppets and marionettes in a specific learning activity. Thus, purpose is involved when pupils use necessary

references to gather information.

In addition to the planning and making of puppets and marionettes, consideration also needs to be given to the stage and scenery which are needed for the presentation. A table set on its side can hide pupils, for example, who are holding their puppets and playing selected roles represented by these puppets. Only the puppets would be visible to the audience. At other times, more attention may be given to developing appropriate scenery involving the use of marionettes and puppets.

5. Utilizing dramatic activities and role playing. Meaningful as well as interesting learning activities for pupils can be provided through the use of dramatic activities and role playing. Primary grade pupils when studying a unit on "Living in the City" can dramatize the roles of policemen and firemen. Pupils with teacher guidance may evaluate the accuracy and completeness of this learning activity. Inaccuracies that exist can be identified and additional learning activities provided for learners. Respect for others is an important goal for pupils to realize in elementary school social studies, and there should be no exception to this criterion when pupils engage in learning activities involving dramatic activities.

Intermediate grade pupils when studying a unit on the Middle East could plan a "Security Council" session involving the seeking of a solution to problems in that area of the world. Pupils could play the role of representatives from the different nations of the world who are members of the Security Council. Much information would need to have been gathered by pupils to intelligently discuss the Middle East situation. In this problem solving activity, pupils would attempt to arrive at a solution between and among opposing nations of the Middle East. Being aware of the differences that keep Middle Eastern nations from arriving at a peaceful solution and feeling purpose in the learning activity on the part of learners is important.

6. Utilizing excursions. Pupils should have ample opportunities to learn from reality beyond the classroom situation. An excursion can guide pupils to acquire significant content. Excursions can be very time consuming if the distance to be traveled is relatively far. Therefore, only those distant excursions should be taken which help pupils gain necessary understandings that cannot be developed in or near to the school setting. Excursions may also be taken on the school grounds or near to the school grounds to develop important understandings, skills, and attitudes. When transportation needs to be provided for taking an excursion, certain criteria should be followed such as obtaining permission of parents in writing for their child to participate in the field trip (most schools have a special form for this which is easy for parents to complete), arranging for adequate transportation supplied by the local school district, developing standards of conduct with pupils, establishing purpose with pupils as to questions that need to be answered on the excursion, obtaining additional supervisory help, (selected parents may be interested in the excursion as a learning experience as well as to become better acquainted with the elementary school social studies program), and being well acquainted with the place being visited as to safety for visitors, guide service, and possibilities for quality learning experiences for pupils. If excursions are taken on the school grounds, pupils need to exhibit the kind of behavior that encourages learning such as wanting to get information to answer questions that were identified in a classroom setting. Additional questions may arise within the

learner as he or she participates in the excursion.

On or near the school grounds, pupils could notice soil erosion and measures that have been taken to correct the situation in a unit on conservation. Kindergarten or first grade pupils studying a unit on the school may take an excursion inside the school building to the cafeteria, gymnasium, custodian's room, and principal's office. The principal, a custodian, and a cook may discuss their responsibilities with pupils. These experiences can be very appropriate at the beginning of the school year to orient pupils to a new school year.

Intermediate grade pupils when studying a unit on "Modern America" could visit a factory where an assembly line is utilized in assembling selected products. A museum may be visited to contrast and compare products of the past with those of today. Excursions taken should relate directly to the unit being taught. The excursion should provide tentative answers to problems identified in class. Hopefully, additional questions will arise during the time the excursion is taken. The learner must sense reasons for participating in excursions.

7. Utilizing films and filmstrips. Films and filmstrips on the appropriate developmental level can be used effectively to give pupils an overview of an entire unit as an initiating activity. If pupils are to initiate study on a unit pertaining to Great Britain, a carefully selected film or filmstrip can provide pupils with an overview of important content of that country in areas such as the following: manufacturing, farming, large cities, architecture, games and sports, transportation, and communication. From this learning activity, pupils may be stimulated to ask questions such as the following:

1. Why do many people in Great Britain live in large cities?
2. How do individuals travel to and from work?
3. Why is a considerable amount of food products imported into Great Britain?

Pupils under teacher guidance can then engage in research using a variety of sources to obtain information directly relating to identified problem areas.

Films and filmstrips may also be used as developmental activities. For example, an audio-visual presentation for the unit on Great Britain may relate directly to the topic of manufacturing only. Pupils may then develop concepts and generalizations in depth pertaining to manufacturing in Great Britain. These concepts and generalizations could be developed as pupils engage in problem solving activities thus realizing stated objectives. In ending or culminating a unit, pupils relate and review previously developed understandings. They have chances to review and relate content on manufacturing, farming, urban areas, architecture, sports, and other areas of living in the unit on Great Britain. Ample opportunity needs to be given for pupils to identify new questions or problems when culminating a unit. The use of a film or filmstrip should be a learning activity which in the thinking of the learner satisfactorily culminates or ends a unit.

There are certain advantages that can be listed for utilizing filmstrips rather than films. When utilizing filmstrips, the teacher can generally adjust the amount of time spent on each frame according to the interests and needs of pupils. Certain frames in the filmstrip may be omitted if they serve no useful purpose in guiding pupils to realize important objectives. The teacher may even change the sequence of frames shown on the filmstrip if this would be beneficial to learners. A filmstrip can be shown over a period of several days; this could prevent the learner from losing interest in a learning activity which is perceived to be excessively lengthy in one class session. A disadvantage in utilizing a carefully selected filmstrip for a particular group of pupils may be that there is a lack of motion in the contents of the different frames. For selected pupils, it may be important to have a learning activity which presents people, different forms of transportation, and machines, among other categories of information, as real where motion and movement are involved. Thus, a film may provide a better learning activity for these pupils as compared to a filmstrip. Carefully selected films for a given group of pupils have their disadvantages; among these could be the following:

1. It may be difficult to stop a film at a given point for discussing an important scene, event, or happening.
2. Selected teachers have not learned to operate a movie projector.
3. Parts of the film may not relate directly to important objectives to be realized by pupils.
4. Films that have been ordered do not arrive at the appropriate time.

Prior to the use of films and filmstrips as learning activities, readiness needs to be developed within pupils; learners need selected knowledge prior to viewing content in these audio-visual materials so that effective comprehension results.

8. Utilizing the overhead projector. With the use of an overhead projector, the social studies teacher can guide pupils in developing important concepts and generalizations. If pupils are studying a unit on the Middle Ages, transparencies can be made or purchased pertaining to castles,

manors, serfs working in fields, knights, noblemen, and tournaments. When viewing each transparency in proper sequence, pupils in a discussion with the assistance of the teacher can meaningfully ultimately understand each concept. For each concept to be emphasized, it is significant if the teacher has more than one related transparency available, such as several transparencies on castles so that pupils may notice how castles are alike and how they are different.

Pupils can learn much in social studies when overlays are used. In the unit referred to previously on the Middle Ages, the teacher may discuss with pupils major ideas pertaining to a transparency on a castle. Following this discussion, the following transparency overlays, as an example, could be discussed in sequence: the nobleman's land, land belonging to the church, and serfs tilling the soil. The teacher can evaluate pupils' contributions in the discussion as to meaning attached to relevant content. The teacher can also observe the quantity and quality of contributions as well as pupil interest and involvement in the discussion.

With the use of transparencies, the teacher may carefully structure the environment so that an excessive number of stimuli do not exist. When pupils observe a presentation on the screen using the overhead projector, they can focus their attention on a castle only, or on a specific room within the castle. The teacher can point to specifics that pupils should notice. Contrast this learning activity with the total classroom environment as to the number of stimuli to which pupils may respond. In this situation, pupils may look out of the classroom windows, observe each other, and view many items and objects in the classroom. When using the overhead projector, the teacher faces pupils in the classroom. The teacher can observe pupils carefully and obtain feedback from them. The feedback, of course, should guide the teacher in modifying in a positive direction the quality of teaching. As a result of observing pupil behavior, the teacher may need to change to discussing a different transparency, focus pupil attention to a different stimulus on the transparency, have more pupil participation in identifying and answering questions rather than explanations by the teacher, or change to a completely different learning activity such as using reading activities.

9. Utilizing the chalkboard. The chalkboard is generally a convenient teaching aid to use since it is present in all classrooms. It can be used excessively whereby pupils may become bored through "sameness" in materials, methods, and learning activities in elementary school social studies. Teachers of social studies should think in terms of the chalkboard being one material among others that may be used in teaching and learning. The chalkboard, however, can be used wisely in helping pupils learn. A few of its uses will now be discussed. Social studies, of course, has its own unique vocabulary as well as a vocabulary that cuts across different curriculum areas. The teacher of social studies should help pupils attach necessary meanings to new words or additional meanings to words. Pupils need to know the meaning of words in specific contextual situations. If pupils are studying a unit on the Soviet Union, words that may be written on the chalkboard to discuss their meanings with pupils could be the following: "czar," "communism," "collective farm," "premier," "arctic" and "plains." The teacher must guard against introducing too many new words when guiding pupils in developing new learnings. The other extreme needs to be avoided also; teachers have spent much time in discussing meanings of words which pupils

already understand adequately. Pupils need to be guided in making the correct association between the vocabulary term and its meaning.

Several learning activities may be needed to assist pupils in understanding a new word. For example, in the unit on the Soviet Union previously mentioned, pupils could look at pictures of collective farms and discuss how these farms differ from area to area. A well prepared report on collective farms given by a specific committee of pupils may also aid in pupils attaching meaning to the new term. It should be noted that selected concrete vocabulary terms are easier for pupils to master as compared to more complex abstract terms. Pupils may view pictures pertaining to arctic areas; these scenes can provoke a setting for a discussion when helping pupils understand "arctic" as a vocabulary term or concept. It is more difficult for pupils to attach meaning to a vocabulary term or concept such as "communism" as compared to the previously mentioned concept. Many vocabulary terms need to be developed by pupils in order to understand this abstract word. Vocabulary terms and concepts vary in degrees in being concrete or abstract. Thus, the chalkboard should be utilized along with other learning activities when guiding learners in vocabulary development.

The chalkboard may also be utilized to list questions and problems that pupils identify in social studies. In a stimulating environment with the use of bulletin board displays, interest centers, films, filmstrips, slides, excursions, and reading activities, pupils will reveal their curiosity and interest through the identification of relevant questions and problems.

Standards of conduct that are developed cooperatively by pupils with teacher leadership may be written on the chalkboard. Adequate time needs to be given to evaluate if pupils are moving in the direction of realizing the desired standards or criteria. These standards for classroom conduct should be revised as the need arises. They should be clearly written on the chalkboard and visible to all pupils in a given class.

Toward the end of a class session devoted to elementary school social studies, a summary of major learnings developed by pupils may be written on the chalkboard. As a social studies unit draws to a close, key understandings developed by pupils may be written on the chalkboard as a culminating activity. In developing summaries of previously developed learnings, pupils have opportunities to review and integrate knowledge.

10. Utilizing records and tapes. Numerous records exist which pertain, among other categories, to the world of music. These records relate to music of different nations of the world. It is significant for pupils to enjoy and appreciate music as it relates to specific units being studied. In these recordings pupils can hear words spoken in a variety of foreign languages. They may also learn about the feelings of people through the use of musical recordings. Likenesses and differences can be noticed pertaining to music from different areas of the world.

Pupils may also listen to records of the spoken voice telling about specific places in the world. The records may accompany a commercially prepared filmstrip. In the latter situation, pupils are using the sense of sight to view the filmstrip and the sense of hearing to comprehend ideas from the record. As many senses as possible should be utilized in learning by pupils when participating in ongoing units of study.

Tapes may be utilized in a similar way as compared to records. Additional uses of tapes in teaching could involve recording a discussion by a committee or the class as a whole. After the discussion has been completed, pupils can listen to the contributions of different classmates as well as themselves. The discussion can be evaluated by the group in terms of agreed upon standards or criteria. Among these standards or criteria could be the following: staying on the topic being discussed, speaking clearly, identifying questions during the discussion, having all pupils participate if possible, giving each pupil an adequate amount of time to participate, respecting the thinking of others, and listening carefully to the contributions of others.

The tape recorder can also be used to record reports given by individual pupils. Each pupil may evaluate his/her own contributions in terms of important standards. Other pupils could also aid in evaluating the report in an atmosphere of respect. Other oral presentations may also be tape-recorded such as a panel presentation, discussions of buzz-groups, and explanations given by the teacher. Creative efforts of individuals should not be hindered through the use of the tape recorder.

It may be difficult for a resource person to find time to come to class. In studying a unit on firemen and policemen, for example, voices of these resource persons may be recorded at an opportune time and the resulting tape recording played in the classroom. In health units that are taught, it could be possible that a doctor at his or her convenience would record answers to pupils' questions that arose in a classroom setting. Tape recordings may be stored for future use.

11. Utilizing the opaque projector. From a collection of pictures relating to specific units in social studies, the teacher may wish to teach the class as a whole and thus utilize an opaque projector to provide selected experiences for pupils. In studying a unit on Argentina, Brazil, and Chile,

all pupils in the classroom may view pictures on cattle raising in Argentina, coffee production in Brazil, and copper mining in Chile, with the use of the opaque projector. Each projection can be thoroughly discussed with pupils. An experience such as this can branch out into pupils developing reports on major economic activities of the countries being studied. The opaque projector can well be utilized in increasing vocabulary development of pupils. In helping pupils understand the vocabulary term or concept "desert," several pictures on deserts shown on the wall or screen in using the opaque projector can guide pupils in meaningful learnings. Desert scenes of Chile, in the unit previously mentioned, contrasted with desert scenes in other nations, such as the interior of Australia, can be highly beneficial in developing pupil understandings of new vocabulary terms and concepts.

Sequence is important in having pupils develop important generalizations; the teacher must think of proper order of pictures shown with the use of the opaque projector. The same would be true in helping pupils understand important vocabulary terms and concepts. An important guideline to follow here in determining the order or sequence of pictures would be to move from the simple to that which is gradually more complex. Feedback from pupils based on their experiences should give the teacher much data on the effectiveness of his teaching.

Pictures of small size may be enlarged with the use of an opaque projector to obtain projections large enough for all learners to see clearly in the classroom setting.

12. Utilizing programmed materials. Some very important concepts in teaching have come to us from advocates of programmed materials. Too frequently, pupils have developed an inadequate self-concept due to failure

in the public schools. Perhaps, the objectives these pupils were asked to realize were excessively complex. Or, the learning activities were not on their level of understanding thus making for feelings of frustration and defeat. Numerous other reasons could also be given for pupils developing a sense of being failures in life such as a talented pupil having to adjust his achievement to slow learners and average learners. In situations such as these, the talented pupil may ultimately develop an inadequate self-concept since little is expected of him or her.

Programmed instruction emphasizes that pupils should be successful when responding to specific questions or completion items after having read a sentence, or several sentences, relating in some cases to a picture. Pupils can immediately check their own answer after it has been written down with the answer given by the programmer. Pupils do not need to wait until the next day arrives to determine if an answer or answers given were correct. If a pupil missed an answer, he or she now knows the correct answer by checking his/her response with the correct answer given in the programmed book. Writers of programmed books have pupils progress in very small steps so that the success of the learner is generally in evidence. The same procedure is generally followed over and over again in the utilization of programmed materials in textbook form with pupils reading a sentence or more, looking at a related picture, and responding to a completion item. The pupil then checks his or her response with that given by the programmer. If the pupil was correct in the response given, he or she feels rewarded. If an incorrect response was written by the involved pupil, he or she now knows the correct answer and is also ready for the next sequential item.

13. Utilizing charts. Many valuable learnings can be developed by

pupils from a study of different kinds or types of charts. Numerous charts appear in textbooks and other reference sources. Charts can also be made by pupils with teacher guidance. Charts should have titles to orient the reader to its contents. Illustrations are necessary on most charts to capture pupil interest as well as to clarify ideas. If pupils are studying a unit on "Utopian Societies," they could make a narrative chart which tells a story about certain facets of Hutterite life:

(a) men working on a farm using modern machines

(b) members of a colony gathered together to make a decision which affects all members

(c) a church service with the minister, business manager, and work supervisor sitting in front of the congregation

(d) members of a colony eating together in a dining hall.

A classification chart could also be developed with an appropriate title and illustrations. This chart may pertain to categorizing selected aspects of living of the Hutterites, such as in the following example:

(a) economic activities which deal with farming

(b) religious activities involving church services

(c) educational activities whereby pupils attend a school on the grounds of a colony

(d) recreational activities whereby Hutterite families visit with others in the colony

(e) homemaking activities whereby Hutterite women can much food and prepare food for eating for members of a colony.

In the unit on "Utopian Societies," pupils with teacher guidance may develop a vocabulary chart pertaining to the Amish. This chart may have vocabulary terms and definitions pertaining to the following:

(a) Old Order Amish
(b) doctrine
(c) plain clothes
(d) separation from the world
(e) customs
(f) shun
(g) horse drawn equipment
(h) education

14. Using graphs. Pupils can obtain much information quickly when studying picture graphs, line graphs, bar graphs, and circle graphs. If pupils are studying a unit on Argentina, Brazil, and Chile, comparisons in population among the three nations may be made rapidly by studying a picture graph. Each person that is represented in the picture graph for each country might represent 2,000,000 people. Thus pupils may notice how many times greater the population is for Brazil as compared to Argentina or Chile. The population of Argentina may also be readily compared with that of Chile. The same information could be presented on a line graph or bar graph.

In this same unit, a line graph or bar graph may show the number of miles each nation has in highways. The population of each of the capital cities of Argentina, Brazil, and Chile can be shown using picture graphs, line graphs, or bar graphs.

If pupils are studying the gross national product of Argentina, Brazil, and Chile, a circle graph could be made for each of these countries which indicates the sources of income for each country. A circle graph of Argentina, for example, may show that part of the gross national product which comes from manufacturing, farming, mining, and other sources of income.

Graphs should (a) portray information accurately and realistically, (b) capture the interests of pupils, (c) be on the understanding level of pupils, (d) have a title to orient pupil thinking, and (e) in many situations be developed cooperatively involving pupils with teacher guidance.

15. Other learning activities. Numerous other learning activities for pupils could be discussed in this chapter. Reading in the social studies, using maps and globes, and current affairs in the social studies will be treated in later chapters.

Problems for Consideration and Discussion

1. Select a title for a specific social studies unit and indicate the appropriate achievement level of pupils that would be involved in studying the unit. List one specific objective for this unit and justify several learning activities you would provide for pupils to realize this objective.
2. Survey learning activities that can be provided for pupils. For this survey, it is recommendable to use, among other sources, recent educational journals, curriculum guides, and textbooks for the teaching of elementary school social studies. Write on paper as many activities as you could locate.
3. What criteria would you use to evaluate the effectiveness of learning activities for a given group of pupils? See problem two.
4. From your own experiences as a pupil in the public schools, were there adequate social studies materials available for teachers to use when providing for individual differences among learners? Give reasons for your thinking.
5. Observe an elementary school classroom situation dealing with the teaching of social studies. What learning activities are being

provided for pupils? Do you think that individual differences are adequately provided for in the class setting? Give reasons for your thinking.

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CHAPTER FOUR

READING IN THE SOCIAL STUDIES

Reading social studies content presents situations in which selected pupils have not been as successful in learning as they might have been. Learners should feel successful in their achievement to develop an adequate self-concept. The underachiever who does not work up to his or her capabilities, no doubt, has an inadequate self-image. A learner who feels that he or she cannot achieve well ultimately might become an underachiever. Pupils can be underachievers if they are slow, average, or fast learners. These learners are not working up to their potential if underachievement is taking place.

Too frequently, all pupils in a heterogeneously grouped classroom are reading from the same page at the same time from their social studies textbook. Generally, social studies textbooks for a given grade level are written for average learners who are achieving up to their capacity. Fast learners may find the content exceptionally easy to read, thus learning does not become the challenge it should be. Slow learners may find the content too difficult to comprehend. Thus, discouragement in learning results in feelings of failure for these children. It would be excellent if social studies textbooks for each grade level would have the same content written on three reading levels to meet the needs of fast, average, and slow readers. The illustrations in the textbook for these three reading levels could be the same; the ideas expressed within the three reading levels would be as similar as possible. This would not be a perfect solution involving the problem of providing for different reading levels in a classroom, but it would assist in helping each pupil gain as much as possible from reading content in reputable social studies textbooks.

Another solution to the problem of providing for different reading levels in a given grade level in social studies is to use books that are on the reading level of each pupil regardless of grade level. Ideally, of course, any book that a child is asked to read from should be on his or her reading level; otherwise, frustration sets in and a dislike for learning may result. The grade level concept is mentioned here merely for the identification of groups or classes of pupils being referred to. Otherwise, grade levels may have very little to do with identifying pupils in terms of achievement levels. Teachers are familiar with selected third graders who read better than specific fifth and sixth grade pupils. Some second grade pupils may read better than selected third and fourth graders. In many cases, older pupils read better than younger pupils due to having had more opportunities to learn to read. When utilizing lower grade level social studies texts than the grade level the child is in presently, there may, in many cases, be problems in having content within the text which would relate to the ongoing unit being studied. For example, if pupils are studying a unit on Australia on the fifth grade level, there may not be a social studies textbook with unit content on Australia in lower grade levels which would meet the reading needs of a child with less than average capabilities.

If an elementary school has a fairly large enrollment so that there are approximately three or more classrooms of pupils in a particular grade, children could be grouped homogeneously. The range of achievement would then be less within a classroom as compared to heterogeneous grouping. Pupils who are slow learners would then be placed in a class whose achievement levels in reading would be as comparable as possible. This would be true of average achievers as well as fast learners in reading. The fast learners in a class could achieve at a more rapid rate as compared to the other achievement levels when reading content from a social studies textbook. Advantages and disadvantages can be listed for any plan of grouping, such as in homogeneous grouping talented and gifted pupils may not have adequate chances to learn from average achievers as well as slow learners. In society, individuals interact with each other where diverse achievement and capacity levels exist. A disadvantage of heterogeneous grouping, as was stated previously, is that the teacher must provide for a broader range of achievement levels as compared to homogeneous grouping. The needs of gifted and talented pupils may then not be met.

1. Determining Reading Levels of Pupils - 100 running word method

   Reputable standardized achievement test results could also be utilized in helping to determine reading levels of individual pupils. These tests must have high reliability and validity. The social studies teacher should continuously evaluate reading materials in making decisions about learning activities which are profitable for pupils. Continuous feedback from pupils in reading content from relevant materials gives the teacher needed information in providing for individual differences among learners.

2. Helping pupils Benefit from Social Studies Textbooks (See next page, Standards for Text Selection)

   It is important to give very careful consideration to selecting elementary school social studies textbooks for pupils in the elementary school.

Ragan and McAulay[1] suggest the following criteria when evaluating social studies textbooks:

Authorship

1. Is the author a recognized scholar in the field?
2. Does he use appropriate technical vocabulary?
3. Has he had teaching experience?
4. Does he make use of pertinent research findings?
5. Is his style of writing appropriate for pupils of this age?

Mechanical Features

1. Does the book have a durable, waterproof binding?
2. Does it have enough illustrations?
3. Are the illustrations clear and related to topics discussed?
4. Is the size of the type appropriate for pupils who use the book?
5. Is the color, texture, and quality of paper appropriate?
6. Does the cost of the book compare favorably with others offered?

Contents

1. Have materials been selected in view of their social significance?
2. Do the materials present sufficient details to make them meaningful?
3. Does the text point out practical application to life situations?
4. Is information adequately documented?
5. Does the organization and presentation recognize sound principles of learning?

Helps for Teachers and Pupils

1. Is a teacher's manual available?
2. Does the manual reflect an understanding of modern teaching procedures?

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[1] William B. Ragan and John D. McAulay, Social Studies for Today's Children (New York: Appleton-Century-Crofts, 1964), pp. 263-264.

3. Are study helps for pupils provided?
4. Does the text contain adequate summaries and previews?
5. Are table of contents, index, and glossary adequate?
6. Is problem-solving emphasized in the text?

The classroom teacher needs to think of a variety of ways to utilize in helping pupils achieve as much as their capabilities permit from reading content from a social studies textbook. It must be realized that a social studies textbook is one learning activity among many others that pupils can benefit from. A few traditional teachers of social studies still use a social studies textbook for the majority of learning activities provided for pupils. These teachers should realize that pupils have different learning styles and achievement levels; thus variety in the kinds of materials and methods used in teaching pupils is important.

The social studies teacher must assist pupils in identifying new words they will meet in print. It is frustrating for pupils to read content in the social studies when words are not recognized as to their pronunciation. The child thus cannot attach meaning to words viewed; as a result comprehension suffers. If a pupil prior to reading a given selection can see new words in manuscript print written clearly and accurately on the chalkboard or on a transparency when using the overhead projector with the correct pronunciation being attached to these words, this should assist the learner to comprehend what he is reading. To vary the procedure, the new words could also be printed on cards which are clearly visible to all involved in this learning activity. A lack of interest and boredom will set in on the part of learners if the teacher feels that there are only a few tried and true methods to help pupils recognize new words in print.

Along with guiding pupils in identifying new words in print, the teacher should also assist pupils to understand the meaning or meanings of these words. Related pictures from the teacher's file and pictures from the textbook used in a class discussion can do much to help pupils associate meanings or definitions with vocabulary terms. Pupils who see several pictures of different colonies in colonial America and discuss their observations, no doubt, will understand the concept of "colony" or "colonies" better than those pupils who merely read about that concept. It is excellent to use a filmstrip and/or film also in helping pupils further develop the concept of "colony" or "colonies." The teacher must evaluate when an adequate number of learning activities has been provided for pupils to understand vocabulary words and concepts to be met in print by the reader of content in the social studies.

Certain vocabulary terms and concepts are concrete in meaning, whereas others are more abstract and, therefore, more difficult to understand. A pupil seeing actual animals as well as viewing pictures, slides, filmstrips, and films on different kinds of animal life should find it relatively easy to attach meaning to the concept of "animal" or "animals." Concepts such as "socialism," "communism," and "capitalism" are highly abstract as compared to the concept of "animal" or "animals." A pupil can see and experience animals directly. In the case of abstract concepts, meanings are developed by pupils in an indirect way. A child cannot see "cooperation"; he can see a "dog." Meanings attached to an abstract concept such as "cooperation" must come through inferences made about certain situations such as pupils working harmoniously within a committee. Definite guidelines are followed when pupils exhibit characteristics of "cooperation."

Adequate background information needs to become a part of the learner prior to reading content from a social studies textbook. Pupils may have difficulty in attaching meaning to content being read due to having inadequate knowledge or not possessing readiness for understanding the content to be read. Several approaches may be utilized by the teacher in guiding pupils to get adequate background knowledge so that meaningful learnings can be developed by pupils through reading content from reputable social studies textbooks. The teacher may assist pupils to raise important questions relating to pictures in their books. These pictures would pertain directly to content which pupils are to read. Pupils who are to read content on different countries of North Africa may need a considerable amount of background information on the Moslem religion before they can understand the ideas they will be reading about. Discussion of pictures in the textbook relating to mosques, minarets, Mecca, Ramadan, and pilgrimages may assist pupils in obtaining necessary readiness to understand new ideas being developed from reading the social studies text. If pupils need additional readiness activities, previously mentioned learning activities, such as the use of appropriate films, slides, filmstrips, and pictures from the teacher's own file, can be provided for pupils. The teacher of social studies must evaluate as to the number and sequence of learning activities which are necessary for learners to develop readiness for reading in the social studies.

It is very important that pupils have established a clear purpose for the reading of social studies content. Ideally, the purpose or purposes should come from pupils. Through the viewing of pictures, a film, a filmstrip, and/or slides on the Moslem religion, pupils may have become stimulated to ask the following questions:

1. Why do Moslems face Mecca when praying?
2. How is Ramadan celebrated in the Moslem World?
3. Why are mosques and minarets important?

Answers to these questions may be obtained through reading. It may be necessary to use other reference sources than the textbook to answer selected questions that pupils have raised. If the textbook supplies answers to pupils' questions, comparisons may be made of information gathered by using other reliable references.

Purposes in Reading Content in the Social Studies

Too frequently, teachers emphasize one purpose largely in reading content in the social studies and that being reading to obtain facts. It is important for pupils to obtain and understand facts. Facts supply raw material for thinking. However, pupils also need to move to more complex levels of cognition.

Facts that pupils are to gain should be significant. Teachers have wasted much time in teaching by emphasizing that pupils recall unimportant ideas. Facts that pupils learn should ideally be relevant now as well as in the future. Important facts that pupils learn must be meaningful. Much forgetting by pupils can occur if facts are memorized without being understood as to their meaning. The teacher must find diverse methods of guiding pupils to acquire important facts. Interest will be lost by pupils in learning if the teacher merely questions pupils over factual content read from a social studies textbook each day. The creative teacher continually finds new ways for pupils to acquire facts as well as to engage in learning activities involving more complex patterns of thinking. Perhaps, there is no quicker way for a pupil to lose interest in learning than being drilled on the learning of factual knowledge.

A second purpose in reading social studies content should involve pupils in reading to follow directions. In the making of relief maps, pupils need to read and follow directions carefully so that the end product will turn out well. Pupils need to read directions carefully so that exercises in workbooks and from social studies texts are completed accurately. The frozen food industry has increased the necessity for being able to read directions accurately. Not following these directions carefully may make for a poor final product as far as food preparation is concerned. The reader who can read directions carefully from a frozen food package can prepare excellent dishes, such as brussel sprouts, and yet have no knowledge basically of cooking. Many other food products that can be purchased such as cake mixes also require the skill of reading to follow directions. Reading to follow directions has become an important skill in American society as well as in the social studies program in the elementary school.

A third purpose in reading is to follow a sequence of events or ideas. It is important for pupils to think in terms of chronological order when reading content pertaining to history in the social studies. Pupils should understand that the age of discovery came before the age of colonization. Or, the age of colonization as an event came before the beginning of a new nation. As pupils read content from the social studies textbook, it may be a wise teaching procedure for them to develop a time line. Pupils with teacher assistance can draw pictures for the time line relating to specific events in history as they are being studied. Immediately below these pictures, the date of each event can be written. Pupils associate the happening with the year that the event transpired. Memorization of dates pertaining to these happenings should not be forced upon pupils. They may desire to remember the dates of specific happenings as a result of rich learning experiences. The time line would be a device to help pupils think in terms of sequence in events when reading related content from a social studies textbook. Reading for a sequence of ideas is also necessary, among other ways, when pupils read about specific steps involved in sending a letter such as writing a letter and addressing an envelope, putting it in a mailbox, sorting letters in a post office, and placing the letter at the disposal of the receiver.

A very important purpose in reading in the social studies is to have pupils read critically. This is not an easy type of reading content since it goes beyond recalling what has been read. In a democracy much freedom exists to write and publish ideas. Therefore, it is important for pupils to evaluate carefully what has been read. Too often, a reader may accept as fact the ideas contained in an editorial. Generally, one point of view is presented in an editorial. Pupils should be guided to consider alternative points of view also. In a section on letters that have been written to the editor of a newspaper or magazine, a point of view may be given in solving the Middle East conflict as well as in minimizing different kinds of pollution. Again, pupils should be assisted in evaluating the point of view stated with other alternatives or possibilities. If individuals and nations could view each problem situation from several perspectives in arriving at appropriate solutions, fewer disagreements, frustrations, and wars would, no doubt, result. In the area of critical reading, pupils should evaluate statements as to their being fact or opinion, and reality or fantasy. Statements of fact can be verified by using reputable reference sources. If pupils read that a specific capital city of a country or nation is beautiful in appearance, this would be an opinion that the writer is presenting. In capital cities of different nations of the world, there are scenes within a city that are beautiful and others that lack appeal. The perception of individuals varies as to which cities, in degrees, are beautiful and which lack this quality. If a writer states that Paris is the capital city of France, a fact has been stated since this can be verified by checking with reputable reference sources.

Pupils in the elementary school ultimately need to become more proficient in separating fantasy from reality. There are excellent imaginary books written for pupils on space travel; other library books on this topic deal with reality. It is excellent for pupils to read both kinds or types of books. However, pupils should learn to appraise content in terms of real situations in life versus situations where the imagination of individuals is used. Critical thinking is then involved.

Pupils also need to realize as a purpose in reading the developing of generalizations. If pupils are reading social studies content on colonization in the New World, they may develop a generalization that one reason Puritans came to the New World was to obtain religious freedom. Each generalization that pupils develop can be checked as to accuracy by specific facts. With the explosion of knowledge as a factor in American society due to the many reading materials available for consumers, it is more important than ever before to have pupils develop important generalizations. An excessive number of unrelated facts that pupils are attempting to acquire may provide for situations where a low rate of retention results. However, pupils who attach meaning to important facts which support major generalizations, no doubt, will retain a relatively high degree of learnings obtained.

A further purpose in reading involves creative reading. Pupils should be stimulated to think in terms of different interpretations for a particular selection of social studies content that has been read. The teacher should praise pupils for unique contributions made. Thus, more effort will be put forth in creative endeavors by pupils when a classroom or school environment is supporting of this kind of behavior. Pupils who can feel and think like people living in a clearing along the Amazon will benefit more from their reading as compared to pupils who are unable to put themselves into situations in life that others are facing.

Pupils can also be guided to think of unique solutions to problems that individuals faced in past times as well as present times. What would they have done, for example, to have avoided the war of 1812? Or, supposing that an event had not occurred in history such as World War I, what would life be like today in the United States? Pupils should notice variety in contributions that are made by classmates in an atmosphere of respect and appreciation for creative ideas presented.

Pupils also need to develop appropriate skills to skim social studies content when this becomes an important purpose. Too frequently pupils try to read all content in the social studies at the same rate of speed. A rather rapid type of reading exists when skimming becomes the major purpose at a given time. Teachers of social studies need to emphasize a variety of purposes when pupils engage in reading activities. It certainly would not provide pupils with adequate means of comprehending ideas read if reading for facts only was emphasized, and/or skimming of content was emphasized excessively. There are important names, dates, and places that pupils need to locate on a page or several pages in a given book. In skimming content pupils do not need to read every word on the page or pages to obtain the needed bits of information. Names of people and places, as one clue, will start with capital letters; dates are represented by numerals. Important information should be found by pupils when skimming becomes a purpose in reading. If pupils are looking up an entry in the index section of a book, it would be ridiculous and time consuming to start with the beginning of the index section in reading and read to where the proper entry exists. A child who develops proficiency in using the index will soon find the proper entry by having mastered the letters of the alphabet and knowing how words are alphabetized. He also will be able to decide upon other titles for an entry if no listing is found for the original topic being pursued.

A good researcher will also become skilled in using the table of contents to locate information. Not every word, of course, is read when using the table of contents. Elementary school pupils on their developmental level can learn to skim content in the table of contents to find necessary information.

Individualized Reading in the Social Studies

For each unit in social studies, an adequate supply of books should be available for pupil choice at a reading center. These library books should be on a variety of reading levels for the unit presently being studied. In a fourth grade classroom, the reading levels in a heterogeneously grouped classroom may vary from the second grade or lower to the sixth grade or higher. The teacher needs to be aware of the different reading achievement levels within a specific class of pupils, and thus make adequate provisions for these differences.

In addition to pupils reading on different levels of achievement, differences also exist in the area of speed of reading. Comprehension of content on the pupil's part, however, must receive priority. Reading activities have values for pupils only if comprehension is at an acceptable level. Problems pertaining to speed in reading are usually resolved with appropriate comprehension being realized by learners.

When reading library books, pupils vary in interests possessed. For example, if a specific unit pertaining to a particular nation in social studies is being studied by pupils, a child or several pupils may be interested in reading about manufacturing while a different child or group may be interested in reading about farming or agriculture. Many library books generally are available today relating directly to each specific unit being studied.

It is excellent if the teacher introduces selected library books by telling a few interesting happenings about these books which would stimulate pupils in having an inward desire to do more reading. An interesting bulletin board display may also attract interests of pupils in the reading of library books related to the specific unit being studied. A committee of pupils could share ideas they have obtained from the reading of library books. If each pupil has developed proficiency in the sharing of ideas in a committee, new interests in reading could be developed by listeners. The listeners may want to read the same book another pupil has read due to the sharing of ideas from children's literature in a group session. Pupils should have opporunities to read books pertaining to their own present interests as well as to develop new interests. The teacher of social studies should study pupils in determining which approaches to utilize in helping each child consume more reading materials to enrich learnings in the social studies.

One of the weaknesses in utilizing library books in elementary school social studies is that an inadequate system of evaluating pupil achievement has been in evidence. The teacher definitely does not want to hinder pupil achievement in the reading of library books relating to the social studies through the use of evaluation techniques which tend to destroy pupil interest in this learning activity.

One approach that may be utilized to evaluate pupil achievement in reading library books which directly relate to the social studies unit being taught would be to have learners volunteer for individual conferences with the teacher after having completed the reading of a book. The teacher could also require conferences with pupils after they have completed the reading of a library book. The teacher would need to have adequate knowledge of these library books. A card file may be kept by the teacher pertaining to ideas contained in the library books. The content from the card file could be used by the teacher when having conferences with pupils. The teacher in conference situations with children should soon develop extensive knowledge of pupils' library books related to different units taught in elementary school social studies.

During the time a conference is held, the teacher should stimulate pupil thinking with challenging and interesting questions. The conference should assist pupils in wanting to read more library books voluntarily. The conference definitely should not hinder pupils in wanting to do more reading in the social studies. The teacher could record information after each conference has been completed relating to items such as the following: the child's enthusiasm for reading library books; comprehension of important ideas read; and proficiency in reading for a variety of purposes.

Pupils' achievement in reading library books may also be evaluated in small discussion groups. Each child could briefly tell of major conclusions reached in the reading activity involving library books. Other pupils in the small group could ask questions of the speaker. In this situation, pupils may reveal the quantity and quality of ideas gained from reading.

Pupils may also share ideas obtained from reading library books when the class as a whole is pursuing ongoing learning activities. The child can relate ideas gained from reading to specific scenes and situations presented in films, filmstrips, slides, transparencies, and other ongoing learning activities. The teacher may evaluate the quality of the related ideas.

The Experience Chart

Early primary grade pupils can have interesting, realistic experiences through the taking of excursions with teacher leadership. Depending upon the unit being taught, an excursion could be taken to a farm, dairy, fire station, zoo, or museum. After the excursion has been completed, pupils may present ideas to the teacher about their experiences. The teacher writes ideas given by learners on the chalkboard using neat manuscript letters large enough for all to see. The recorded experience may be four to ten lines in length depending upon the developmental level of the child. Pictures may be drawn or collected and placed above the recorded written experience. Pupils with teacher aid could read individually or collectively what has been written. In this learning activity, pupils had a lifelike experience which was the field trip. The experience was recorded. Pupils then engaged in reading what had been written. Thus, early primary grade pupils were reading content in the social studies.

Too frequently, it is assumed that experience charts in the area of social studies would be used only with early primary grade pupils in reading readiness programs. Throughout the elementary school years, pupils can develop experience charts. Once a pupil has developed his or her own writing vocabulary so that ideas can be expressed effectively on paper, the involved learners should develop their own experience charts. For example, intermediate grade pupils having visited an assembly line can record their own experiences in writing. This learning activity should not be used excessively; it should be used along with other experiences.

Excursions are not the only basis for writing experience charts. Experience charts can also be developed based on learning activities such as the following: viewing a filmstrip, transparencies, films or slides; listening to a resource person; and engaging in construction activities related to a specific unit being studied.

Helping the Slow Learner

Teachers should think of various approaches that can be used to help slow learners achieve to their optimum in the area of reading in the social studies. Pupils differ from each other in the kinds of learning activities which are of maximum benefit to them. Slow learners should have ample opportunities to learn from various learning activities other than reading.

These pupils can learn much from pictures, films, filmstrips, slides, tapes, and records that are on their understanding level. Too frequently, reading activities in the social studies have been frustrating since the materials utilized were excessively difficult. Reading materials should be on the instructional level of pupils so that meaningful learnings may be developed. With teacher guidance self-selection of library books related to social studies units being taught may help slow learners achieve to their highest development possible.

If the social studies textbook used with specific units in social studies is too difficult for certain pupils to comprehend when reading, the content may be simplified by shortening the length of sentences as well as using easier terminology. No doubt, some sentences can be omitted when content is rewritten by the teacher. It is important to keep the ideas as much as possible similar to the intentions of the author of the textbook. This can be a time-consuming activity for social studies teachers, but it definitely should pay dividends in aiding slow learners to achieve in reading. When slow learners read the rewritten selections, the teacher needs to utilize feedback from the learner to determine if further revisions are necessary.

Also, the teacher or a good reader may read content orally in the social studies textbook to slow learners. An atmosphere of respect must exist among all pupils in a classroom regardless of achievement levels. Labels should not be attached to slow learners.

When the teacher or a good reader reads orally to slow learners, the purpose is to have these pupils gain as many important understandings as possible. They can follow along in their own textbooks as the oral reading activity progresses. Purpose within the learner for the reading activity should be developed through such activities as discussing pictures related to the content which will be read and discussing appropriate meanings for new words. Readiness activities should be varied to provide for individual differences as well as different learning styles.

When slow learners in reading have listened to social studies content being read to them orally, a related experience chart may be developed. Ideas for the experience chart should come from involved learners. The learners may then see that their own ideas can be coded in written form. Pictures may be drawn on each experience chart to clarify ideas expressed. Illustrations for the experience chart may also come from pictures that slow learners have collected. After the experience chart has been completed, the involved group may read the selections together with teacher guidance. A few readers may want to write up their own ideas gained from the oral reading completed by an able reader. Of utmost importance is that all learners in a class benefit optimally from ongoing learning activities. Reading materials need to be adjusted to the level of understanding on the part of each pupil. If the social studies textbook contains material that is too difficult to comprehend for a given set of learners within a class, or textbooks related to a specific unit cannot be found which are on the reading levels of selected pupils, the teacher of social studies needs to think of alternative learning activities which are satisfying, meaningful, and purposeful for these learners in an atmosphere of respect.

Helping the Talented and Gifted Learner

Too frequently, the talented and gifted learner has been held to his present grade level in achievement in the social studies. Thus, a lack of a challenging, interesting learning environment is in evidence for these pupils. A lack of motivation then becomes apparent on the part of the talented and gifted, generally making for situations where underachievement may ultimately be in evidence.

Talented and gifted learners may develop written reports and present their findings to the class. Purpose should be involved in developing these reports as well as in presenting the findings to classmates. These reports could relate to important questions or problems that have been raised by the talented and gifted in ongoing social studies units.

Skills in using the card catalog in the centralized library may be developed to locate textbooks, library books, and other reading material which are of a more complex reading level as compared to the reading materials of the present grade level these talented and gifted pupils are in. These reading materials, however, must be on the understanding level of talented and gifted learners, and may be used to gain content to solve important problems.

The centralized library should have several reputable daily newspapers for talented and gifted learners to use to stay informed in the current affairs arena. Special group sessions could be conducted for these learners to share ideas on current affairs. Skills in effective participation in group situations may also be emphasized at this point. Magazines which cover state, national, and international news should also be a part of the centralized library. These materials may further challenge the talented and gifted learner.

Many of the above reading materials can also be utilized in teaching pupils of average achievement in reading. The slow learner may benefit from some of these reading materials, also, such as studying pictures as well as selected related abstract words from a reputable newsmagazine and daily newspaper. Pupils should be guided to realize their optimum achievement regardless of capacity and achievement levels.

Reading Activities and the Encyclopedia

Many mistakes have been made in teaching by having pupils develop an excessive number of written reports using encyclopedias to obtain background information. Too frequently content read from encyclopedias has been excessively complex for pupils to understand thus causing situations in which pupils have copied statements word for word in developing written reports. If this information is shared with other pupils in the class, the presenter may mispronounce words and ask the teacher for the correct pronounciation of other words. Listeners may soon turn off. If pupils are to develop written reports using encyclopedias, the material should be on the reading level of the child. If the content in the encyclopedia is too difficult to read, the pupil should be permitted to use other reference sources which are meaningful in developing a report. Library books, slides, films, filmstrips, and interviews may provide a better basis for developing written reports as compared to the use of encyclopedias for selected learners.

Talented and gifted pupils who read well can benefit much from developing reports from the use of encyclopedias. Prior to reading from this reference source, a purpose should exist in the mind of the learner for this learning activity; thus there should be reasons for developing the report. The social studies teacher may have a purpose for the pupil to complete a written report; however, it is important for the learner to accept the purpose as his or her own. The teacher should think of approaches to utilize in teaching and learning which guide pupils in wanting intrinsically to develop reports. Generally, the findings of a pupil or a committee pertaining to the written report are presented to other members in the class. This necessitates having the necessary information well in mind on the part of the presenter. Pupils need to be able to write acceptable outlines covering the content of the report which is to be presented to listeners in the class setting. In using the outline, ideas in the report can be presented using proper sequence. A child who might forget selected content when presenting the report to the class may look at the outline. Sometimes, pupils have used the outline excessively by directly reading parts of it orally. Practice is needed to develop confidence in oneself when appearing before the class and in utilizing an outline effectively in conveying ideas to others.

Pupils will vary much from each other in achievement when developing a report and presenting their findings to the class. It is important for each pupil to know where improvements may be made in the reporting arena. The teacher and pupils cooperatively should diagnose these weaknesses. Pupils may determine their own deficiencies through self-evaluation when listening to their recorded voices and seeing themselves on videotape. Self-evaluation may be one of the better techniques to utilize in guiding learners toward improved performance. When pupils' voices are recorded as a means of evaluating achievement, respect for all pupils in a class is important. Each pupil is at a different level of achievement whether it is in the area of reading or in the giving or oral reports. Ridiculing a child's present level of performance can only assit in making of negative attitudes on the part of involved learners. Each pupil should be assisted and guided in improving his or her past performance. A pupil should not be evaluated against the performance of other children since the comparisons may be grossly unfair. When working toward improvement, it is important to have realistic standards in mind. Pupils may not try to achieve if the objectives are too difficult to realize. They may feel a lack of challenge and become bored if the standards are too low. Objectives that each pupil is to realize should be attainable.

One further generalization dealing with the use of encyclopedias is that these books should be used along with other reference sources when pupils engage in problem solving activities in a modern social studies curriculum.

There are additional ways to evaluate pupil achievement in the area of reading. A pupil or a committee having read content pertaining to people living along the Amazon River may develop a diorama portraying this scene. Careful planning would go into the development of the diorama. Accuracy in the presentation is important. The pupil or committee also needs to determine necessary materials to use in completing the diorama. Criteria may be developed to evaluate the final product. The pupil or committee should definitely be involved in determining the strengths and weaknesses of the completed diorama.

After having completed reading a library book or a selection from an encyclopedia on local government, for example, a frieze may be developed to reveal comprehension. Prior to developing the frieze, it is important to plan which scenes should become a part of the total learning activity. The county court house with its various offices as well as the city hall with its different departments could become a part of the frieze. All members on the committee should have important responsibilities in developing the frieze. As the frieze is being developed, pupils will realize, no doubt, that additional information is needed to answer questions that have arisen as a result of pupil involvement. Further reading may then be necessary to answer these questions. Pupils should have numerous opportunities to evaluate their own contributions in developing the frieze. The teacher also may evaluate each pupil's improvement over previous performance in terms of interest, purpose, responsibility, involvement, and cooperation. Each child should contribute optimally in developing the frieze.

Pupils individually or in committees may develop puppets or marionettes relating to ideas having been read from an encyclopedia or from selections in a social studies textbook. If stick puppets are decided upon to be used in presenting major ideas from a reading activity, pupils with teacher guidance need to decide upon which characters need to be made. It is important cooperatively to plan how these stick puppets are to be made. A creative presentation may be given by pupils portraying individuals represented by the stick puppets. Definite planned parts may be formulated by pupils prior to or when playing roles represented by these puppets. Stimulation of pupil interest is important in teaching social studies. Learning activities selected must spur pupils on to greater efforts. Pupils should have an inward desire in wanting to make puppets as well as use them to represent real people in different units of study. Judging the effectiveness of these presentations is important. Out of this learning activity pupils should develop desirable understandings, skills, and attitudes. Learners who have had a tendency to turn off frequently in learning activities involving the social studies may become fascinated with the use of marionettes and puppets in ongoing units of study.

There are many other approaches the creative teacher can utilize to assist pupils in using understandings obtained through reading such as developing drawings, making maps and globes, and constructing objects.

Problems for Consideration and Discussion

1. In your own thinking, why do selected pupils have difficulty in reading content in the social studies?
2. Interview two or three classroom teachers to determine what problems they face in having pupils read content in the social studies.
3. Conduct an interview with a remedial reading teacher to assess difficulties pupils are having with reading in the social studies.
4. How would you guide pupils in developing readiness for reading in the social studies?
5. What would you do as a teacher of social studies to help pupils gain adequate background knowledge for reading when these learners come from homes which generally have not provided a rich learning environment?
6. Visit a classroom and observe pupils responding to questions involving a variety of purposes in reading social studies content.

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CHAPTER FIVE

MAPS, GLOBES, AND THE SOCIAL STUDIES

In a world that is "shrinking" in size due to better means of transportation and communication, it is more important than ever before for pupils to have relevant knowledge and skills in the use of maps and globes. Positive attitudes toward the use of maps and globes are equally important. Desirable attitudes assist pupils in developing relevant understandings and skills in utilizing maps and globes in functional situations. Which crisis happens in almost any area of the world is of utmost importance to major world powers on the face of the earth. These critical situations provide tense atmospheres when world powers are protecting their interests and influence. Critical areas of the world which have made for competition and tension in the world are West Berlin, Cuba, the Middle East, North Korea and South Korea, North Vietnam and South Vietnam, Laos, and Cambodia. A government of a particular country may collapse and civil war may set in thus causing concern not only to neighboring nations but also to countries farther removed such as the United States and the Soviet Union.

In developing understandings, skills, and attitudes pertaining to the use of maps and globes, the following questions may arise within the thinking of the social studies teacher:

1. Which specific countries, cities, continents, oceans, rivers, lakes, and areas should pupils be able to locate? This brings to the discussion the role of place geography in the elementary school social studies curriculum.

2. Should the use of maps and globes be taught as a separate unit or should it be integrated with units relating to specific nations and areas of the world?
3. Which criteria might the teacher use to determine significant concepts and generalizations that pupils should develop?
4. Which learning activities may be provided that guide learners to develop important map and globe understandings, skills, and attitudes?
5. How can map and globe understandings be developed inductively by pupils?
6. How can pupils be stimulated to identify important problem areas relating to the utilization of maps and globes?

Locating Specific Places on Maps and Globes

Pupils in the elementary school receive letters from pen pals, friends, and relatives. The source of letters can be identified by locating these places on maps and globes and relating these locations to the local city, community, or area.

Pupils who collect stamps could bring all or part of their collection to school on selected days. They may locate places on maps and globes showing origin of the stamps. No doubt, many pupils develop interest in place geography when their hobbies become a part of the ongoing learning activity. Children in a class may be encouraged to bring labels from canned food products. The place of origin of these food products may be located on a map and globe. Pupils can also bring empty cereal boxes, as well as candy and soap wrappers; the place where these products were manufactured or distributed may be pinpointed on maps and globes. Many items can be purchased in stores that are made or produced in countries such as Japan, Italy, Mexico, Hong Kong, Denmark, and Argentina. The teacher and pupils may bring several of these items from their homes to class thus providing learning activities involving the location of places on maps and globes. It is excellent, of course, if the learning activities involving the use of maps and globes relate to specific units being taught.

In a good current affairs program, pupils can locate important places and countries mentioned in the news. Pupils will frequently hear of countries in the Middle East such as Egypt, Israel, Jordan, Syria, and Lebanon; locating these places on a map and globe may be an interesting learning activity for pupils. Places in the United States where important happenings occurred also provide excellent learning activities involving place geography. As different nations of the world provide important happenings in news reports, pupils can be encouraged and challenged to utilize maps and globes to determine location.

Many pupils travel to different places within their local state as well as in the United States. A few pupils may have traveled abroad. Routes can be traced of their journeys and travels with the use of applicable maps and globes.

For learning activities involving creative thinking, each pupil may plan a trip to a specific place or places. This activity could involve conducting considerable research on the part of pupils using learning resources which are beneficial. Reasons would need to exist in the mind of the learner for choosing a particular place or places to visit. Careful planning would need to be made for the travel experiences. The use of maps and globes is very important in this learning activity.

Excursions that pupils take with teacher guidance to nearby places such as a farm, a dairy which bottles milk, a factory, or a building site can provide interesting learning activities whereby pupils trace routes on a city and/or county map.

Units that pupils are presently studying provide situations in which the location of places becomes important. If pupils are studying a unit on Mexico, important cities and areas may be located with the use of appropriate maps and globes.

The teacher of social studies needs to think of purposeful learning activities which guide pupils to develop important learnings pertaining to place geography.

Utilizing Map and Globe Skills in Units of Study

Pupils should be able to use what has been learned in previous situations by applying these learnings to new situations. A transfer of learning is then in evidence. Too frequently pupils have memorized the meaning or meanings of terms and concepts such as "latitude," "longitude," "meridians," "parallels," and "equator" without being able to utilize this knowledge in functional settings. The knowledge thus gained may soon be forgotten. Pupils should have numerous chances to make applications of what has been learned previously.

Pupils who are studying a unit on Great Britain, for example, should develop understandings as to what is meant by the prime meridian since this reference line passes through an observatory located near London. Differences in time zones may be studied by pupils when comparing their local area with that of Great Britain. Pupils can notice how time is affected by specific places being located a certain number of degrees apart either east or west of the prime meridian. This would necessitate pupils attaching meaning to the concept "longitude." With the use of a large globe and a flashlight in a darkened room, pupils can see what happens when the earth represented by the globe makes a complete rotation when turning from a west to east direction. Through direct observation, pupils may notice that people living in Great Britain will be experiencing daylight hours at a different time as compared to people living in various areas of the United States.

In the previously named unit on Great Britain, pupils should also attach meaning to the concept "latitude." When compared with the United States, Great Britain is located farther north in degrees of latitude. And yet the north central states of the United States, for example, experience a much colder temperature reading in winter as compared to the southern part of Great Britain. Pupils can discover that the distance an area is located away from the equator is not the sole factor which determines its temperature readings. Warm ocean currents may aid countries and areas to have milder climates than would otherwise be true.

Pupils should experience learning activities in which they can study the crops grown in Great Britain and relate this to the climate of that nation. Here pupils may apply learnings previously developed pertaining to latitude and other factors which modify climate, relating these variables to the kinds of crops grown. Major concepts and generalizations may thus be developed by pupils relating to farming in Great Britain. The use of maps and globes, for example, then becomes an important learning activity for pupils as they study a unit on Great Britain.

Criteria for Selecting Concepts and Generalizations

The pupil is the focal point for determining significant concepts and generalizations that should be developed when teaching map and globe skills. The teacher needs to determine where pupils are presently in the use of maps and globes; this should be done before new learnings are to be developed by pupils. Each pupil must be ready for developing new learnings; otherwise learning in the social studies becomes a frustrating experience. Positive attitudes may well be developed toward the use of maps and globes if pupils are ready for new learnings. For example, first grade pupils generally could not attach meaning to a concept such as "meridian" since other learnings must come first in sequence. Teachers of social studies must think of sequential learnings for pupils; otherwise, the teacher may jump too far ahead of individual pupils or might be reviewing what has been learned previously when this is not necessary. The teacher may be guided in determining present achievement levels of pupils in the use of maps and globes by evaluating results from a paper-pencil test. Pupil results from valid and reliable standardized achievement tests may also provide feedback on where pupils are presently in the use of maps and globes. The teacher may guide a discussion involving learners on relevant concepts and generalizations relating to the use of maps and globes; pupils reveal map and globe understandings possessed by responses given to questions asked by the teacher as well as questions asked by individual pupils. The methods used by the teacher in determining readiness for new learnings will largely depend upon the maturity level of individual pupils. Evaluation procedures utilized to determine readiness should stimulate and not hinder pupil achievement in the use of maps and globes.

The degree of interest pupils have in maps and globes can be observed by the teacher; interest is, of course, an important factor in learning. Interested pupils on their own may study various aspects of maps and globes and thus locate places and areas thereon.

Learning Activities to Realize Objectives

Learning activities should guide pupils to achieve attainable objectives. If learning activities are excessively difficult, pupils may develop negative attitudes toward learning. Underachievement may also set in since the learner realizes it is futile to do his or her best and success in learning is not possible. If selected map and globe understandings and skills have already been developed by pupils prior to their being emphasized in a lesson plan, a lack of challenge and purpose on the part of the pupil will, no doubt, be in evidence.

If children on the first grade level are studying a unit on the local school, they may take an excursion with teacher leadership to nearby areas surrounding the school. They can notice streets, buildings, signs (such as stop signs), and other human-made features near to the local school building. Additional related excursions may be taken as the need arises. With the assistance of the teacher, pupils may develop a large map on the floor relating to their observations from the excursion. Models made by pupils can represent the school building and other buildings near to the school. Streets may be drawn on the map to represent streets in the out of doors. Stop signs and signs stating speed limits of a given area can be drawn on the map. The map on the floor should be large enough for pupils to work on. The directions of the map lying on the floor should harmonize with the directions in the natural environment, such as north on the map would face the true direction of north.

Once pupils have developed model buildings on a map to represent actual buildings relating to the school and surrounding areas, they may achieve in the direction of using more abstract representations. Pictures could then take the place of these model buildings. Later, squares and rectangles may be drawn to take the place of pictures. Pupils gradually develop learnings which move away from the concrete to that which is more abstract and complex.

As time goes on, pupils may realize that the large map on the floor representing their own school and surrounding areas can be put into a smaller area by reducing the size of the map.

Learning activities previously described should help pupils to realize worthwhile, reasonable objectives. Too often teachers have had pupils develop map and globe understandings, skills, and attitudes because they are emphasized in a certain sequence in the textbook currently being used. Teachers need to select important attainable objectives and then have pupils realize these as a result of teaching and learning.

A reputable elementary school social studies textbook can provide valuable learnings for pupils in the use of maps and globes. There are numerous maps located in specific parts of textbooks which refer to related written content. For example, if pupils are reading content pertaining to a unit on the Middle East, a map may be located on that same page where pupils can view the location of specific places mentioned in the context, such as Jerusalem, the Dead Sea, the Sea of Galilee, the Jordan Valley, and other places. Through meticulous reading and the careful study of illustrations located on a specific page of a social studies textbook, pupils can gain sophisticated understandings relating to geographical terms as seas, rivers, valleys, hills, and plains. Pupils should contrast what has been gained in terms of concepts and generalizations from a textbook with further reference sources such as other series of social studies textbooks and selected encyclopedias.

Carefully chosen slides, films, filmstrips, and transparencies may also aid pupils in developing needed map and globe understandings. In learning activities utilizing these audiovisual materials, pupils can develop understandings in depth on the causes of day and night, the causes of the seasons, reasons for temperature readings varying from area to area, reasons for differences in rainfall in selected areas of the world, and uses of reference lines. The social studies teacher who has excellent knowledge relating to the use of maps and globes may guide pupils in learning by discovery. The teacher needs to be a good asker of questions which would stimulate pupil curiosity in wanting to learn. Questions asked in proper sequence by the teacher should guide pupils to discover knowledge. Learning activities which are interesting may help pupils develop purpose for learning and assist in developing understandings inductively.

Encyclopedias, atlases, pictures, charts, and drawings may provide additional learning activities for pupils on map and globe understandings.

Learning by Discovery

Current approaches in the teaching of social studies emphasize the importance of having pupils learn by discovery. What can the elementary school teacher of social studies do to help pupils develop concepts and generalizations inductively in relation to the use of maps and globes?

To guide learners to perceive the necessity of understanding reference lines on maps and globes, the teacher may take a beach ball and with chalk draw a large dot on it. Pupils may be asked to tell where the dot is located. It may be that the dot presently is located at the top of the beach ball. The teacher may throw the ball up and catch it. The dot would, no doubt, now be at a different location. It may be at the bottom of the ball. The location of the dot cannot be described consistently in situations such as these. Pupils at the appropriate stage of development soon will realize that two reference lines are needed to indicate where the dot is located on the globe.

The teacher can ask pupils in a class where a specific child is sitting. If the response is that this child is sitting in the front row, the teacher may state that other pupils are also sitting in the front row. Inductively, pupils should realize that another reference line is needed to indicate where that particular child is sitting. In learning activities such as these, the stage is set for pupils to respond to questions the teacher asks pertaining to people, objects, and ideas. Questions raised by the teacher must be clearly stated so that pupils can successfully arrive at possible explanations and answers to questions inductively. Learners must be successful achievers in school experiences so that an adequate self-concept is developed.

Identifying Problem Areas

Life in society demands that problems are identified and possible solutions to these problems are developed and implemented. Pupils should have a stimulating learning environment so that problem areas may be identified. As one approach, the teacher could develop an interesting bulletin board display relating to a specific unit in social studies. On this display, among others, the following may be placed pertaining to scenes in various parts of the world in January (the month selected would depend upon the current month of the present school year): heavy snow in an urban or rural area in Montana, and a tropical area of northern Australia. Each of these pictures may be attached with colored yarn to their locations on a map or globe. Pupils can be stimulated to ask the following question: Why does Montana have much snow in winter while at the same time northern Australia has a warm temperature reading? A variety of reference sources on pupils' understanding and instructional level could be used to find data for the question raised. Teacher-pupil planning may be used to determine which reference sources are available as well as which reference sources may be used to get needed information in order that a question can be answered.

In social studies textbooks being used in the class setting, pupils could study selected pictures, tables, and graphs relating to a social studies unit and be challenged to ask questions which relate to the use of maps and globes. These questions may pertain to population distribution, rainfall amounts, and mean temperature readings for a particular month or for a complete year. Data would then need to be gathered to answer questions.

Numerous other learning activities could be provided whereby problem areas are identified by pupils. Skilled use by the teacher of a set of slides, filmstrip, or film may develop curiosities of the learner. In using these audiovisual aids, pupils may ask questions on why certain cities are located where they are located presently, and why specific crops are grown in a particular area and not in other areas. The use of maps and globes would be involved in guiding learners to gain the necessary understandings.

Important Generalizations for Pupils to Realize

Map and globe understandings that pupils are to achieve must be carefully selected. A committee of teachers together with the principal and/or supervisor should consider carefully which understandings pupils are to achieve. Specialists in geography from a college or university faculty may also be consulted. A listing of some major generalizations will be presented which pupils could realize inductively.

1. Pupils should realize that distances can be computed by using the scale given on the map or globe. Maps and globes vary as to the number of miles that would be represented by one inch as given in the scale of miles.
2. Specific places on the earth can be located using the concepts of "latitude" and "longitude."
3. North latitude refers to distance in degrees north of the equator while south latitude refers to distance in degrees south of the equator.
4. East longitude has reference to distance in degrees east of the prime meridian while west longitude relates to distance in degrees west of the prime meridian.
5. Distances north and south of the equator are measured along a meridian while distances east or west of the prime meridian are measured along a parallel.
6. The earth rotates from a west to east direction once each 24 hours (causes for day and night can be shown by using a flashlight, a darkened room, and a globe which represents a model of the planet earth). The imaginary line on which the earth rotates is called

its axis.

7. The earth revolves around the sun approximately once in 365¼ days. On March 21 and September 21, approximately, the sun is directly overhead at noon on the equator. Whereas on June 21, approximately, the sun is directly overhead at noon on the Tropic of Cancer located 23½ degrees north of the equator. On December 21, the sun is directly overhead at noon on the Tropic of Capricorn located 23½ degrees south of the equator. Other factors involved in determining temperature reading include elevation of land being considered, ocean currents, and nearness to bodies of water.

8. The axis of the earth on a globe points toward the north star. (On a bright day at noon each pupil can look directly at his shadow; he is facing north at this time. Pupils while facing north can be shown the position of the North Star as it would be at night.)

9. Maps do not represent as accurately the surface of the earth as compared to globes. With the use of maps, however, a certain continent, country, or area can be studied more conveniently than on a globe since it will be represented in a larger area.

10. Some of the symbols used in legends on maps and globes are standard symbols. For example, symbols on maps which represent hospitals, railroad tracks, and paved roads generally are standard symbols. There are also symbols which vary in meaning from legend to legend on different maps and globes being used.

11. Any circle has 360 degrees. There are 24 time zones in the world thus making each time zone have an approximate value of 15 degrees of longitude.

12. A hemisphere is represented by half of the earth: four hemispheres may be referred to - southern, northern, western, and eastern.
13. The direction of north on a map pertains to going directly to the North Pole; whereas the direction of south means to go directly to the South Pole. There are different projections of maps so the direction of north may not always be "up" on the map.
14. Low, middle, and high latitudes refer to specific areas or parts of maps and globes, such as the low latitudes lying immediately north and south of the equator while the high latitudes are located around the north and south poles. The middle latitudes refer to those parts lying between the low latitudes and the high latitudes.

Douglass[2] writes the following pertaining to the use of maps and globes:

> During the years the child is in school, teachers should encourage development of five abilities basic to all map reading activities:
>
> 1. He should develop concepts about direction.
> 2. He should develop concepts of distance and scale.
> 3. He should be able to employ locational abilities.
> 4. He should be able to interpret map symbols of various kinds.
> 5. He should be able to draw inferences and develop generalizations from the study of a variety of different kinds of maps.

Criteria for Selecting Maps and Globes

Many excellent kinds or types of maps and globes are sold by reputable companies in the United States. It is difficult to state precisely which of these maps and globes should be available for a specific class in the elementary school. The amount of money any school district can or is willing to pay, of course, also will determine the number and kinds of maps and globes that will exist in any class dealing with teaching elementary school social studies. Perhaps, the reader can best benefit from a study of criteria pertaining to the selection and use of maps and globes rather than a listing of the kinds of maps and globes for each grade level or approximate grade levels in the elementary school. When determining needed maps and globes for a class, the following questions may well be considered by faculty members involved in making the selections:

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[2] Malcolm P. Douglass, Social Studies: From Theory to Practice in Elementary Education (New York: J. B. Lippincott Company, 1967), p. 336.

1. Do they come from reputable companies?
2. Will the interests of pupils be further developed in wanting to use maps and globes in functional experiences in school as well as in society?
3. Are the maps and globes being utilized in the class setting on the instructional level of pupils so each may achieve optimum development?
4. Are there an adequate number of maps and globes available so each pupil can develop relevant understandings, skills, and attitudes?
5. Are the maps appropriate for teaching different units in the social studies on various nations, countries, and areas of the world?
6. Can pupils draw routes and put on other information on selected kinds of maps and globes being utilized in the school-class setting?
7. Are enough relief maps and globes in a class available so that pupils may "feel" mountains, rivers, oceans, plateaus, and plains?
8. Do the maps and globes available in teaching-learning situations help pupils develop learnings sequentially?
9. Are available maps and globes accurate in terms of presenting geographical information to pupils?

10. Will adequate opportunities be given to pupils in making their own maps and globes within the framework of purposeful learning activities?

Problems for Consideration and Discussion

1. From your own experiences in the public schools, what difficulties did you encounter in the use of maps and globes?
2. Interview several elementary school teachers of social studies; what problems do they face in teaching pupils map and globe skills?
3. Specifically, which types or kinds of maps and globes do you think should be selected for use on the primary grade levels? On the intermediate grade levels? Give reasons for your answers.
4. Survey several series of elementary school social studies textbooks for pupils; what are some major suggestions given for guiding learners to use maps and globes?
5. Select a city school curriculum guide which deals with the teaching of elementary school social studies. Which map and globe understandings, skills, and attitudes do they emphasize pupils should realize? Would you add entries to this list? Why? Would you delete entries from this list? Why?

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CHAPTER SIX

GROUPING PUPILS FOR INSTRUCTION

Careful consideration needs to be given to grouping pupils for purposes of teaching and learning. If each pupil is to achieve at the highest possible level, appropriate groups need to be formed which will assist pupils to achieve that broad goal or aim. The principal and teachers of an elementary school should continuously be concerned with the best possible approach or approaches to grouping pupils within an elementary school. Each teacher of social studies should be concerned with grouping a given class of pupils so that the best possible achievement results.

There are several important factors to consider when grouping pupils for instruction within an elementary school. Included in these factors would be the following:

1. Should pupils be grouped so that interaction among individuals occurs only among those pupils of a similar chronological age or should there be ample opportunities for older pupils to interact with younger pupils also?
2. Should the grouping of pupils into different classrooms be done on the basis of capacity and/or achievement, or should a greater range of capacity and achievement levels exist within a class?
3. Should pupils be regrouped for different curriculum areas of the elementary school such as social studies, science, mathematics, and the language arts?
4. Is it best for a given class of pupils to have one teacher teach

different curriculum areas such as social studies, science, mathematics, and the language arts, or should there be specially prepared teachers who specialize in teaching a given curriculum area only, such as social studies?

5. Who should be involved in determining how pupils are to be grouped for instruction within an elementary school?
6. Which type of grouping would best guide each pupil in making continuous progress?

There are no easy answers to the above questions. It is important, however, to consider each of these questions thoroughly when making final decisions on the grouping of pupils. In the discussion that follows, some possible answers to these questions will be discussed along with different plans of grouping pupils for instruction in elementary school social studies.

Team Teaching and the Social Studies

At least two teachers need to plan objectives, learning activities, and evaluation techniques, cooperatively, if team teaching is in evidence in the teaching of social studies. The emphasis must be placed upon teachers on a team planning and working together. Too frequently turn teaching has been confused with team teaching. In turn teaching each teacher does his or her own planning and then takes an appropriate turn teaching a given group of pupils. A team of teachers planning together the objectives, learning activities, and evaluation techniques to be utilized when teaching pupils can learn much from each other. A democratic atmosphere needs to exist when team members plan together so that the best ideas possible are developed for the teaching of pupils. A team approach would actually not exist if one member dictates procedures to be used in teaching to other team members.

Respect for the thinking of others is important! Constructive criticism based upon a thorough knowledge of a modern elementary school social studies curriculum is necessary in order that suggestions presented by team members can be evaluated. Team teaching requires that individuals on a team have a positive attitude toward modifying existing plans in the teaching of social studies through constructive criticism.

It is significant that members of a teaching team agree basically upon a particular philosophy of education in teaching pupils. Otherwise, extreme disagreements may result in the teaching team losing its effectiveness. This, of course, does not mean that teachers will agree perfectly upon what to emphasize in teaching social studies. No two individuals will perceive a situation alike since there are differences among human beings in past experiences, capacity, achievement, and energy level. Since individuals do not perceive situations alike, they can learn from each other. With the explosion of knowledge as a trend in society it is difficult to keep up with the very latest in recommended procedures in teaching. There also are different points of view as to which approaches are best to use in teaching pupils. However, there are excellent guidelines to follow when teaching pupils which educators recommend based on research and the best of thinking in education.

Any elementary school may implement team teaching if there is ample space in an area for two or more classes of pupils. The teacher who likes to teach social studies and has demonstrated teaching proficiency in this curriculum area could be designated as the leader of the team. This teacher also may have more adequate background course work in the social sciences as compared to the other teachers who can be members of this team of teachers. He or she would be in charge of planning sessions and should be able to stimulate thought and discussion in coming up with the best ideas possible in the teaching of pupils. Resource units may be developed by this team, as well as teaching units and daily lesson plans. Suggestions made by team members should be thoroughly evaluated in terms of objectives, learning activities, and evaluation techniques to be utilized in teaching and learning.

In teaching pupils on a day to day basis, the strengths of each member of the team should be utilized. This would be true of large group sessions as well as committee activities and individual work for pupils. In large group sessions, the team member who is teaching pupils must use learning activities that stimulate pupil interest and help pupils to establish or maintain purpose for learning. Certainly, ample audio-visual aids should be properly utilized in large group sessions which may provide adequately for each pupil.

Following the learning activities for large group sessions, each teacher on the team may then teach pupils in smaller groups. Here, the teacher should guide pupils to ask questions about the large group presentation; data might then be located by committees of pupils using a variety of sources to answer these questions. Also, additional learning activities may be provided to elaborate or clarify ideas presented in large group sessions. The social studies teacher needs to be certain that pupils attach meaning to understandings developed in the large group session. Pupils also should work on individual projects and activities. Data gathered by pupils to answer questions can also be done on an individual basis.

Team teaching emphasizes the importance of teachers doing what they have been educated to do and that is to teach pupils. Teachers should not be involved in the collecting of lunch and milk money, putting overshoes on pupils, putting on pupils' overcoats, checking attendance records, checking tests, or other routine duties. Competent secretaries and other workers can assist in taking care of routine chores and responsibilities in the school.

In some of the self-contained classrooms in schools of the United States, there are teachers who do not like to teach social studies. A rather simple solution may well be to use the talents of teachers who like to teach social studies and have demonstrated teaching proficiency in this curriculum area to be in charge of a team for teaching social studies. The other teacher or teachers who are also members of this team may like to teach curriculum areas of the elementary school other than social studies. They could be in charge of the same team of teachers and plan cooperatively the objectives, learning activities, and evaluation techniques for a different curriculum area. This plan would have a tendency to avoid weaknesses that exist in many single teacher self-contained classrooms in the public schools in the teaching of social studies. If there are three or four fourth-grade teachers, for example, in an elementary school, an attempt could be made to implement team teaching in social studies by having the strongest teacher in social studies be in charge of cooperative planning for teaching pupils in that curriculum area. This same teacher could do a considerable amount of teaching in large group sessions; other team members also need to contribute their special talents in large group instruction. For smaller groups and individual learning activities, each teacher on this team needs to guide pupils to achieve optimally in committee work as well as in individual projects.

Selected elementary schools have a team of teachers who teach social studies only. Their course work on the college and university level indicates a strong social science background together with ample course work in the area of elementary education. They prefer to teach social studies above other curriculum areas in the elementary school and have demonstrated high proficiency in teaching this curriculum area. This team may teach social studies on different grade levels in the elementary school. A leader may be designated for the team who would be in charge of planning sessions in the teaching of elementary school social studies. The leader of the team in many cases may have completed a higher degree and/or more course work from the college or university level as compared to other members of this same team. This individual might also receive an increment in salary due to being responsible ultimately for the performance of the team in providing high quality instruction for a given set of pupils. The leader of a team of teachers should certainly have the qualities of being a democratic individual. The ideas of team members must be respected in arriving at ultimate solutions or procedures for teaching elementary school social studies. The leader should be able to stimulate team members to evaluate ideas critically in an atmosphere of respect during planning sessions. In a situation where the team leader dictates ideas on teaching a given group of learners to team members, respect for the thinking of other team members is not involved. Members of a team should be able to learn from each other by working together when developing the social studies curriculum. Hardly could team members learn from each other if the team leader dictates ideas to other members of the team. The teaching team should have opportunities to plan together during the school day. Much of the planning pertaining to teaching-learning situations in social studies, no doubt, will need to be done before the school day begins and after the school day ends.

Team teaching could strengthen the elementary school social studies program if the following conditions are met:

1. Team members are enthused about and proficient in the teaching of elementary school social studies.
2. Each team member respects the contributions made by other team members in discussing ways to improve the social studies curriculum.
3. The leader of the team believes in using democratic processes whereby suggestions for the improvement of the elementary school social studies are encouraged from team members.
4. All members of a team may assess each pupil's achievement and thus provide improved experiences for pupils based on needs that individual learners have.
5. Team members have ample time to learn about and evaluate new approaches in the teaching of social studies.
6. Adequate secretarial and aide help is available to free teachers from routine duties and responsibilities.

The Nongraded Elementary School

The concept of nongradedness has much to offer in grouping pupils for instruction. Ideally, in a nongraded elementary school, pupils experience continuous optimal progress. This would mean that careful attention must be paid to sequence in learning activities provided for pupils. If learning activities are too difficult for pupils, a dislike for social studies may then generally result. If the teacher is teaching what already is known by pupils, perhaps, a negative attitude toward social studies will then be in evidence. Social studies teachers need to think of activities which develop feelings of success within pupils. Pupils should develop positive feelings in that success in learning is possible. All pupils should experience continuous progress.

From this discussion, it is apparent that the teacher has major responsibilities in helping each pupil achieve continuously. The nongraded elementary school then does not emphasize traditional grade levels of the elementary school. Certainly, one must admit that grade levels mean very little in terms of pupil achievement. What is important is that pupils realize desired understandings, skills, and attitudes. It is common knowledge that some third graders, for example, are achieving at a higher rate than some fourth or fifth grade pupils. So, why shouldn't the social studies teacher determine where pupils are presently and then have them achieve continuous progress?

It is important for the teacher of social studies to determine through various recommendable evaluation techniques where pupils are presently in their achievement. This should be recorded. Records should be kept continuously on each pupil's progress so that unnecessary repetition or omission in learning does not occur.

The Self-contained Classroom

The self-contained classroom has much to offer in terms of providing quality learning activities for pupils. A major advantage of the self-contained classroom is that the teacher can get to know pupils well. Teachers of social studies need to have much knowledge about each individual pupil. The knowledge should be utilized to do a better job of teaching. In the self-contained classroom, a teacher teaches a given class of pupils during the major portion of a school day except, perhaps, for such curriculum areas as art, music, and physical education.

The teacher in a self-contained classroom has ample opportunities to get to know pupils well in such areas as occupation of parents, the home environment, health record, academic achievement, attendance records, social development, physical development, and emotional development. All of this information, of course, needs to be evaluated in order to assist each pupil to realize the highest possible achievement. This does not mean that teachers involved in a team approach in large group instruction cannot get to know pupils well. However, the teacher can get to know a smaller number of pupils better, generally, than when a large group is being taught. Furthermore, teachers having pupils perceive the relationship of content and flexible scheduling in the self-contained classroom are other advantages of this method in grouping pupils for instruction.

Departmentalization

In departmentalized plans for teaching pupils, the strengths of a teacher are used to do a better job of teaching a particular curriculum area. An elementary school, for example, could have special teachers for each of the different curriculum areas on the intermediate grade levels. Generally, a modified plan of departmentalization will be in evidence in selected elementary schools in the United States. If an elementary school has three fifth-grade classes, the teachers involved could evaluate their strengths and weaknesses and decide upon the best way to use their strengths as teachers. One of these teachers may have demonstrated much proficiency in teaching social studies. This teacher may then teach social studies to each of the fifth-grade classes. The other teachers could then teach selected curriculum areas to these fifth-grade classes other than social studies. Perhaps, these teachers did not feel competent in the teaching of social studies and had preferences for teaching other curriculum areas, such as mathematics or science. Certainly, all things being equal, pupils do not learn as much if the teacher lacks competence in the teaching of social studies as compared to a teacher who has a high degree of competence.

Grouping within a Class

Adequate provisions need to be made for the many differences that exist among pupils in a class. The teacher must have adequate information about each pupil so that necessary provisions for individual differences can be made. Learning activities provided for the class as a whole, committees, and individuals should encourage interest, purpose, and be meaningful. What can the teacher do to guide small groups or committees to achieve at their optimum?

As has been stated previously, pupils should be able to participate in learning experiences involving problem solving. If a unit has been initiated properly, pupils may have been challenged in the asking of questions. Questions by pupils should also be raised during the developmental and culminating activities in ongoing units of study. Pupils can then be divided into committees in working toward solutions to problems.

Committees may be arranged on the basis of pupil interests. For example, a small group of pupils may want to develop a model Puritan village which relates directly to the unit being studied. Another group of pupils could form a committee with teacher assistance in getting data or information from a variety of sources on farming methods of the

Puritans. A third committee of pupils may develop a relief map emphasizing the New England area. A fourth committee of pupils can develop a frieze or mural on important events in the days of the Puritans. A fifth committee could dramatize important happenings in the Massachusetts Bay Colony. Each committee, no doubt, would find it necessary to locate more information as additional questions arise within the ongoing learning activities. Findings from the different committees may be shared with the class as a whole.

Working on committees can be beneficial for pupils since they may select the topic or problems they would want to work on most. This should help in the development of positive attitudes toward learning within pupils. Shy pupils will generally feel more relaxed in a small group as compared to the class as a whole. Pupils may select activities which make for feelings of success.

Skeel[3] writes the following pertaining to individual and group activities:

> Unit organization has the advantage of offering the opportunity to meet individual needs. Children who have special interests or skills can be guided toward tasks that fulfill these needs. Research can be conducted in areas of a study that are of particular interest to individual children. Those of exceptional ability can engage in research in greater depth and can thus acquire skills beyond the normal level. Children who have talent in music, art, writing, or drama have an opportunity to use these skills.
>
> Group activities also contribute to the individual's development. For example, the child who has difficulty in getting along with other children who is assigned to a group activity of real interest to him will, hopefully, acquire skills of cooperative behavior. Equally important is the opportunity for the child with leadership ability to channel this energy into worthwhile activities. Shy children who would hesitate to enter into activities and discussions before the total group will often do so within small groups.

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[3] Dorothy J. Skeel, The Challenge of Teaching Social Studies in the Elementary School. (Pacific Palisades, California: Goodyear Publishing Company, Inc. © 1970, p. 65.

Interage Grouping

In society, interaction among individuals occurs regardless of age levels. In most elementary schools, there is a tendency to group pupils continuously who are of a similar chronological age. There should, no doubt, be opportunities for older and younger pupils to work together in elementary school social studies in an atmosphere of respect. Pupils should develop positive attitudes toward themselves and toward younger individuals as well as toward those who are older. Flexible grouping in an elementary school may provide time for interage grouping.

A fifth-grade class, as an example, in culminating a social studies unit could invite a fourth or sixth-grade class to view completed models, notebooks, construction work, art work, and transparencies. These fifth graders may tell about their part of the work which had to do with ending a unit. Visitors to the classroom could ask questions about their observations thus encouraging the fifth-graders to utilize skills of oral communication as well as clarify their thinking in the unit being ended. Visitors to a classroom observing the culmination of a unit with a display of products which indicates a rich learning environment may learn much in the area of learning activities they may want to have for their own classes. Sharing ideas in the teaching of elementary school social studies is very important when it comes to improving the curriculum.

As another example on interage grouping, an elementary school could have a social studies club. Here pupils of different grade levels could identify problem areas in the social studies and use a variety of resources in attempting to solve these problems. The teacher in charge of the social studies club needs to be able to stimulate pupils so that important problem areas are identified, and the interests of pupils are further developed in elementary school social studies.

Summary Statements on Grouping

In the preceding discussion on the grouping of pupils for instruction, the writer has attempted to point out the strong points only, for each plan of grouping. These generalizations have been applied toward the making of a strong social studies program. Elementary schools then should (a) use the strengths of teachers as is true of team teaching, (b) provide for continuous progress on the part of pupils as is emphasized in the nongraded school, (c) know each pupil well as is emphasized in the self-contained classroom, (d) emphasize the importance of preparing teachers to specialize in particular curriculum areas as is true of the departmentalized plan for the grouping of pupils in the elementary school, and (e) provide for individual differences. Each plan for the grouping of pupils for instructional purposes places major emphasis upon a certain key concept or generalization. This does not mean that each of the plans discussed for grouping of pupils would not emphasize the total development of the child such as in the physical, social, emotional, and intellectual arenas. However, each plan of grouping does emphasize certain criteria to be more significant when grouping pupils as compared to other factors.

Questions on Grouping of Pupils

Any plan for grouping of pupils has certain weaknesses. Questions that might be asked about team teaching may be the following:

(a) Does large group instruction provide adequately for individual differences among pupils?

(b) Do pupils generally achieve better with several teachers as is true of team teaching compared to the single teacher in the self-contained classroom? The single teacher in the self-contained classroom can get to know pupils well and use this information in teaching.

(c) Should teachers generally be expected to serve as members of a teaching team or do some teachers teach better in a self-contained classroom?

(d) Do cooperative efforts on the part of members of a teaching team in planning and providing learning activities for pupils as well as evaluating pupil progress take up an excess amount of time, whereas individual efforts in the self-contained classroom would be just as effective in providing for optimum growth within pupils?

(e) Do discipline problems result when too many pupils are taught at one time as is true of large group sessions in team teaching?

(f) Can teachers know pupils well when teaching several large groups during the school day, or is there a tendency for relations to become impersonal between teachers and pupils in these situations?

Questions that may be asked about the nongraded school might be the following:

(a) If pupils are grouped homogeneously based on reading achievement, how great will the range within that classroom of pupil achievement be in social studies and the other curriculum areas of the elementary school?

(b) How do parents and the pupil feel if the child is placed in the slowest group in achievement? The fastest group?

(c) Do teachers basically like to teach each level of achievement of pupils as well as other levels, e.g., the slowest group of pupils compared to the fastest group?

(d) Do pupils have adequate opportunity to interact with others of varying achievement levels (the slower achievers being together an adequate amount of time with average and high achievers)?

(e) Is the gap in pupil achievement between the nongraded school and the graded junior high school as great as or greater than the gap in pupil achievement between the graded school and the junior high school?

(f) Do all teachers actually adhere to the principles of the nongraded school idea in helping pupils realize continuous progress, or is the graded concept of the past too difficult to minimize?

(g) How do parents in a community feel about no grade levels in a nongraded school? (There are implications here in educating the lay public toward the philosophy of the nongraded elementary school.)

In viewing weaknesses pertaining to the self-contained classroom, the following questions may be asked about this plan of grouping pupils for instruction:

(a) Can an elementary teacher have the knowledge, skill, and attitudes necessary to teach reading and the other language arts, science, social studies, and mathematics well to pupils? Do teachers in the self-contained room teach each of these curriculum areas equally well?

(b) Do teachers actually provide learning activities whereby pupils can perceive the relationship of knowledge in the different curriculum areas of the elementary school? (In the self-contained classroom, the teacher has ample opportunity to have pupils sense the relationship of knowledge.)

Questions that can be raised pertaining to departmentalized instruction in the elementary school may be the following:

(a) If a teacher teaches a given curriculum area, such as social studies in the elementary school, to five or six classrooms of pupils in a day, can this teacher know each individual pupil well enough to provide adequately for him or her?

(b) Will pupils develop understandings pertaining to the relationship of knowledge among the different curriculum areas of the elementary school if there are special teachers for social studies as well as each of the other separate curriculum areas of the elementary school?

(c) Do pupils achieve as well in the elementary school when being taught by different teachers for the separate curriculum areas as compared to one teacher teaching, basically, most of the curriculum areas to a specific class?

Questions relating to interage grouping might be the following:

(a) Do older pupils resent being together with younger pupils in different learning activities provided in a class?

(b) Can the teacher provide for individual differences when pupils of different ages are taught together in a class?

(c) Would parents and the lay public accept the concept of interage grouping?

Problems for Consideration and Discussion

1. Talk with several elementary school teachers and principals on grouping of pupils in the elementary school. Which plan do they favor of grouping pupils for instruction and why?
2. Visit an elementary school classroom to notice how pupils are grouped for instruction in social studies. What are the strengths and weaknesses of the plan for grouping pupils being followed by this teacher?
3. Survey recent literature from periodicals and textbooks on the topic of grouping pupils for instruction. Which advantages and disadvantages do they discuss for each plan?
4. Read several recent research reports on the grouping of pupils. What results are reported from these studies?
5. If you could select an approach to group pupils for instruction in the elementary school, which approach would you select? Why? Would this approach do the best job of providing for individual differences in the classroom? Justify your answer.

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CHAPTER SEVEN

CURRENT AFFAIRS AND THE SOCIAL STUDIES

It is very important for elementary school pupils to have adequate knowledge of current affairs. Conditions and situations are constantly changing in most areas of the world. If there is internal strife within a country, the major powers of the world are aware of this and eagerly await the outcomes. Happenings that occur in any area of the world can be communicated rapidly to other people living in different nations on the face of the earth. A nation or country does not exist by itself, but it interacts with other nations. Better forms of transporation and communication have indeed made for a "shrinking" world. It is more important than ever before for pupils to understand happenings on the local, state, national, and international scene.

"Change" certainly is an important concept when thinking about current affairs. Individuals, people, and nations are changing rather continuously. Even a reputable social studies textbook may become outdated quickly since situations in the world change rather continuously. Also, new findings through research can change what was formerly thought to be true pertaining to content in social studies. A good current affairs program in the elementary school may well help to keep a social studies curriculum updated.

What are these changes that are noticed rather constantly as pupils participate actively in a good current affairs program?

1. New leaders take over responsibilities in different nations of

the world due to being elected or having overthrown a government. Slight changes may occur within a country when new leaders assume their roles; in varying degrees, the changes could also become major with policies which differ much from those of previous persons in charge of governmental functions.

2. Friendships among nations can change much. Nations which have been bitter enemies in the past may become friendly toward each other. The opposite has also become reality.
3. Trade between and among countries may increase, decrease, or stay the same.
4. Stability within a country can change much from one time to other times. Nations that appeared to be stable experience serious domestic problems thus making for instability.
5. Strife between and among nations occurs. This may result in minor outbreaks of war, major wars, or threats of war only. Leading nations of the world constantly watch these outcomes. Threats of intervention or actual intervention by powerful nations may result.
6. Small nations of the world receive much aid from a major country or countries of the world. A small country or nation may then become quite powerful among its neighbors.
7. On the local and state levels, new officials are elected. New rules and regulations are passed. Changes occur in buildings, roads and highways, size of cities, number of people living in rural areas, size of farms, ways of earning a living, customs, education, recreation, and life span of the individual.

In a democracy it is very important for individuals to be well informed of happenings on the local, state, national, and international levels. To be a responsible individual in an atmosphere of freedom requires much knowledge and information. The knowledge and information must be used to make decisions and to solve problems. Intelligent decisions generally are not made unless adequate background knowledge is available. Partial truths, unanalyzed assumptions, dogmatic ideas, and an unwillingness to listen to the thinking of others hardly leaves room for an individual to make intelligent decisions in a democracy. Democratic individuals are willing to evaluate ideas, listen to the thinking of others, and arrive at decisions after having gained much knowledge and information in order that the best decisions possible are made.

Individuals in a democracy should be able to state reasons for their thinking. Why does a person vote for candidate A as compared to candidate B in an election? Why should more economic aid than formerly be given to a particular country or nation? Why should a new swimming pool be built in a city? Is it necessary to build a new school building in a particular area of a city? Could wars between or among nations be avoided? How can problems of pollution, racial injustice, poverty and crime be solved? Each of these questions requires the use of an adequate number of data sources so that respectful answers may be obtained in the solving of problems. Too often, teachers and pupils have hastily accepted an answer to a question which is highly complex. The simple answer has not been adequate by any means in answer to important questions or problems. It is true that many questions and problems have no correct answers. However, the best information possible needs to be obtained in attempting to answer significant problems.

Pupils must have adequate opportunities to identify important questions or problems. A stimulating environment may assist pupils in the identification of problems. The teacher must set the stage with a rich learning environment so that pupils become curious individuals. These pupils will then have an inward desire in wanting to learn. Once problems have been identified by pupils under teacher guidance, data needs to be gathered from a variety of sources on the understanding level of pupils. Pupils may then develop a hypothesis or hypotheses. The hypothesis or hypotheses can be evaluated through further study and critical thinking. The hypothesis or hypotheses can thus be modified, changed, or accepted as originally developed.

Wesley and Cartwright [4] write the following pertaining to possible achievable purposes in the study of contemporary affairs:

1. To expand popular information
2. To develop skill in locating reading materials on particular topics
3. To promote the critical appraisal of information obtained from the radio, newspapers, magazines, etc.
4. To promote discrimination in the choice of authors and sources of information
5. To develop skill in resolving inconsistencies, contradictions and errors
6. To increase the ability to distinguish between fact and opinion, between a major and a minor fact, between a permanent principle and a temporary trend.
7. To develop the ability to distinguish the significant from the trivial

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[4] Reprinted by permission of the publisher, from E. B. Wesley and W. H. Cartwright, Teaching Social Studies in Elementary Schools (Lexington, Massachusetts: D. C. Heath and Company, 1968), p. 284.

8. To develop the ability to make valid generalizations
9. To broaden and deepen sympathies
10. To promote understanding and toleration
11. To increase faith in the democratic process
12. To vitalize citizenship
13. To appreciate the interdependence of peoples and nations
14. To promote the cause of world peace

Developing Interest in Current Affairs

Teachers of elementary school social studies generally have exhibited much concern in having pupils develop and maintain interest in current affairs. The concern may have resulted in pupils being required to read current affairs items and reporting their findings to the class. Requiring reports on current affairs items in many cases has not assisted pupils in developing interest in this area. A variety of approaches needs to be utilized to guide learners in developing important understandings, skills, and attitudes in current affairs.

The teacher may collect pictures of important recent happenings in the world. A good discussion may result by discussing these pictures with pupils. Pupils can reveal their present level of understanding when participating and also gain new ideas from other learners and the teacher in the discussion. The pictures should relate to pupils' present achievement levels.

Pupils may volunteer to bring in pictures and/or clippings on their understanding level of recent news happenings. These can be discussed with the entire class being involved in the discussion. As a variation of this approach, pupils can join a committee to discuss these pictures or clippings of news happenings. Perhaps, five or six pupils may be members of each committee. A child may be selected to serve as chairperson of a committee. A recorder could summarize major conclusions realized from the committee. Standards for being good committee members may be developed by pupils with teacher guidance. These standards may include (a) staying on the topic being discussed, (b) respecting the thinking of others, (c) listening to the ideas of others, (d) participating adequately in the discussion but not dominating it, (e) evaluating ideas presented, and (f) speaking clearly and accurately so that ideas are effectively communicated. The chairperson of each committee should provide leadership in helping pupils implement the above criteria in an atmosphere of respect. Improvement above past performance would be an important goal for each pupil to achieve. Unfair comparisons among pupils should be avoided.

Pupils may also listen to newsbroadcasts on radio in the classroom. Comparisons could be made of different accounts given. For homework, pupils could be encouraged to listen to radio and television newsbroadcasts. Each pupil may report a current affairs item to the class or to a committee on contents of the newscast.

Pupils may also report on what happened to them personally during the summer, a weekend, a Christmas vacation or other holiday, or before and after a given school day.

Present achievement levels of pupils must be studied thoroughly to determine which kinds of current affairs items would be of interest to a given set of learners. Early primary grade pupils generally will be interested in what affects them directly in their environment such as obtaining a new pet, a new addition to the family, a trip taken with the family, a new toy, and visits with friends and relatives. There are exceptions to this statement, however. The television set brings the "far away" into the immediate environment of the child. Selected primary grade pupils have developed much interest in happenings removed from the immediate environment. They may display much interest and knowledge on the Middle East crisis, East-West relations, Western and Eastern Europe, and other strategic areas of the world.

Developing Pupil Purpose in Current Affairs

Educators have long recognized the importance of having pupils establish purpose for learning. Too frequently the purpose of the teacher only, has been important in many classrooms; however, pupils then may sense little or no purpose for learning. Pupils, of course, may accept some of the purposes of the teacher in the teaching of current affairs. For example, when the teacher is discussing the Middle East crisis, pupils may attach much importance to the ideas being presented. These learners may learn much from the discussion if they are convinced that the Middle East area concerns them personally. This would also be true of other important areas of the world.

For relevance to occur in the social studies curriculum, many problems and questions should be identified by learners themselves. An interesting learning environment such as having bulletin board displays, objects on an interest center, related library books on a variety of reading levels, radio news broadcasts, and resource people who have excellent knowledge pertaining to a critical area of the world, can all make their contributions toward helping learners to raise questions and identify important problems. Generally, if pupils ask questions and identify problems, an inward desire to learn occurs. Purpose is then involved in learning. As a result, pupils need information. The information is important for pupils in the solving of problems which are relevant to them. Instead of the teacher being a lecturer or dispenser of ideas, he or she stimulates pupils in wanting to learn. The teacher asks questions of pupils pertaining to the rich learning environment, as well as learners identifying questions and problems to be solved. The learning activities should then be relevant since pupils may identify with the questions and problems.

Supposing a major catastrophe has happened in a specific area of the world such as an earthquake, the teacher could place the following pictures on a bulletin board as an example: the area as it looked before the earthquake; the area as it looked after the earthquake; an illustration of the causes of earthquakes; and approaches being utilized to take care of the victims of the earthquake. By viewing the bulletin board, and by asking questions of each other and the teacher, pupils might ask the following questions on their own or with teacher guidance:

1. What causes earthquakes?
2. How can the needs of earthquake victims be taken care of as rapidly as possible?
3. How would it feel to be a victim of an earthquake?

Research is then necessary to get information to answer these questions. In question one, pupils would develop understandings pertaining to scientific explanations as to the causes of earthquakes. For the second question, pupils need to think of solutions to meet the needs of human beings. It also would be necessary for pupils to keep up with the news to understand what measures actually were taken to remedy the needs of people who were victims in the earthquake area. For the third question listed above, pupils ultimately should develop feelings of understanding and sympathy for those individuals who are less fortunate than they are.

Providing for Individual Differences in Current Affairs

One of the evils that must be avoided in a good current affairs program is to expect the same or similar level of achievement from pupils in a class. As has been stated previously, pupils, among other ways, differ in capacity, achievement, interest, and energy level. Thus, individual differences need to be provided for in a modern current affairs program.

One way of providing for individual differences in the teaching of current affairs may well be to use a variety of methods in teaching and learning. The use of reputable daily newspapers and weekly newsmagazines may provide for intermediate grade pupils who read well and are interested in current affairs. Some weekly newsmagazines have large pictures along with abstract print which may assist pupils of all achievement levels to have a better understanding of current affairs. Slow learners, especially, could benefit much from studying these pictures as well as participating in a related discussion. Most pupils in the elementary school benefit much from reading weekly current affairs papers written especially for pupils on different grade levels. A teacher's manual or guide accompanies each of these weekly newspapers written for pupils.

Listening to newsbroadcasts on radio as well as viewing and listening to newscasts on television should, especially, provide for intermediate grade pupils who have difficulty in reading. Good readers, of course, can also benefit much from these broadcasts.

When discussing current affairs items, the social studies teacher should present ideas on the understanding level of pupils. Pupils can then accommodate ideas being discussed. Using words, phrases, and sentences that are too complex for pupils to understand may provide situations where individual differences within a class are not being provided for.

Committees can be formed to discuss current affairs items. Pupils could choose which committee they would want to serve on. A committee of this type may have members whose interests are similar as to which item or items in current affairs they would want to discuss. The teacher may also appoint members to committees. In this situation, pupils who achieve at a high level in current affairs may be placed in one committee and discuss more complex current affairs items. Pupils who are slow learners may be members of a committee to discuss current affairs items less complex than for other classmates. At other times, pupils of different achievement levels may serve on the same committee.

The social studies teacher can also provide for individual differences in learning activities which may extend the understanding and thinking of pupils. On their present achievement levels, pupils could volunteer and/or be assigned to committees where knowledge and understanding of current affairs can be revealed by the following learning activities:

1. making model scenes
2. engaging in dramatizations
3. developing individual pictures, a frieze, or mural
4. developing a "radio" newsbroadcast in the classroom
5. identifying additional important questions in current affairs
6. solving problems pertaining to local, state, national, and international happenings
7. writing a current affairs item as poetry

8. writing summaries of major current affairs items
9. writing a variety of kinds of test items on current affairs
10. developing a game such as "current affairs baseball" or "current affairs football"
11. developing relief maps and globes
12. making posters, charts, and graphs

The social studies teacher must provide for individual differences in the current affairs program in order that all pupils may develop to their highest potential possible. In a democracy, individuals need to be well informed pertaining to happenings and issues in the world thus assisting each person to make the best decisions possible.

Readiness for Studying Current Affairs

Pupils lose interest in current affairs if the learning activities are excessively difficult. On the other hand, their achievement level in this area will be low if relatively few new learnings are developed. Pupils need to develop new learnings in current affairs; however, these learnings must be attainable.

The social studies teacher must assess pupils' background knowledge before moving on to new objectives in the current affairs. There are several approaches to use in determining background knowledge that pupils possess on a specific topic or on several topics in current affairs. The approach that is utilized may well depend upon the stage of development of the child. First grade pupils, of course, could not take a complex essay test because of an inadequately developed writing vocabulary. Some of the approaches that may be utilized to determine where pupils are presently in the current affairs could be the following:

1. discussing some ideas that relate to new objectives in current affairs to determine an appropriate starting place.
2. utilizing pictures in discussions in the teaching of current affairs to assist learners in developing accurate mental images when moving from the semi-concrete to the abstract.
3. using a filmstrip, film, or slides to give pupils needed information to study related current happenings.
4. giving pupils a paper-pencil test such as true-false, multiple-choice, completion, matching, or essay items to determine which understandings pupils have presently before new learnings are introduced. The use of paper-pencil tests should encourage pupil interest in the current affairs curriculum.
5. having pupils write in their own words what they know about a current affairs item, such as happenings in Southeast Asia, the Middle East conflict, or East-West relations.
6. letting pupils pace their own achievement by self-selection of the media and content in studying current affairs.

In using one or more of the above approaches on the appropriate developmental level of pupils, the teacher is attempting to determine where pupils are presently in achievement in the current affairs. Pupils should have their fears allayed that the giving of grades on report cards is not involved when they are pretested to determine background knowledge. There must be proper sequence in the mind of the learner when new learnings are being developed. A relationship should exist between previous knowledge and understandings developed with new learnings being provided in ongoing learning activities. Otherwise, the teacher may move too far ahead of pupils thus causing feelings of frustration and dislike for the current affairs curriculum.

Approaches used to determine background knowledge of pupils should be varied to encourage interest in learning. They should guide pupils to perceive purpose in learning. Boredom and frustration on the part of learners must be avoided in the social studies curriculum.

Reading in the Current Affairs

Pupils need to have ample opportunities to read current affairs items. These items should be on the reading level of pupils so that meaningful learning may occur. Pupils who select their own current affairs items involving reading, generally, will select those they can benefit from. There are exceptions to this statement, however. The social studies teacher then must serve as a guide to help pupils select current affairs items which are on the reading level of the learner.

If all pupils in a class or a committee of pupils are to read the same selections in the area of current affairs, the following are recommended guidelines to be followed by the teacher:

1. develop adequate readiness for reading by aiding pupils in obtaining needed background information prior to the time that they will read. Use a variety of approaches to assist pupils in getting these necessary background understandings.
2. assist pupils in recognizing complex new words in print prior to the time that they will engage in reading. Different methods should be used to have pupils see these new words in print before reading.

3. help pupils attach meaning to the new words they will meet in print. Pupils must associate the correct meaning with a new word as it will be used in context in the reading activity.
4. guide learners to develop a purpose for reading. A reason or reasons will then exist for reading a selection.
5. after the reading activitiy has been completed, have pupils use new concepts and generalizations in functional learning situations such as in discussions, construction activities, audio-visual aids that are made, poems and stories that are written, as well as other creative endeavors.

Motivating Learners in the Current Affairs

A rich learning environment should be provided for pupils so that an inward desire to learn will result. Sameness in learning activities is to be frowned upon. Routine experiences do not provide for situations where individual pupils are stimulated in wanting to learn. Many kinds of materials as well as audio-visual aids should be utilized in teaching pupils in the current affairs. The teacher needs to evaluate which learning activities stimulate individual pupils in the current affairs. Once pupils are motivated in wanting to learn more about current affairs, a higher level of energy on the part of the learner will be available for learning.

Motivated pupils generally are not forced to learn against their will. Many assignments that are made may seem important to the teacher; however, the learner may not feel that effort is important in learning. The best learning occurs when pupils want to learn. They are then curious and have an inward desire for learning.

There are several questions that the teacher may wish to answer when evaluating the self in terms of motivating pupils in the area of current affairs:

1. Do I have a learning environment which stimulates pupil curiosity?
2. Are learning activities varied so that pupils will not lack motivation for learning?
3. Have I worked in the direction of guiding learners in wanting to learn rather than depending upon assigning learning activities only?
4. What evidence is there that pupils are actively involved in ongoing learning activities?
5. How often do pupils volunteer for completing additional work?
6. Is the quality of work from each pupil the best that can reasonably be expected of him or her?
7. Do pupils have ample opportunities to participate in learning activities which are relevant to them?
8. Do I praise each pupil for doing better than formerly regardless of capacity and present achievement levels?
9. Do I provide a learning environment where each pupil feels he or she can achieve optimal development?
10. Do I help each pupil to respect the thinking and rights of others?
11. Does it appear that pupils have a positive attitude toward current affairs?
12. What should be changed so that each pupil will be motivated in wanting to learn in the area of current affairs?

Controversial Topics in the Current Affairs

Elementary school pupils need to have ample opportunities to engage in critical thinking, creative thinking, and problem solving. Current affairs instruction can certainly make its many contributions in these skills. There are issues in current affairs where no clear-cut answers exist to problems. The best information possible, however, must be utilized to solve problems involving issues. Thus alternatives are available as possible answers to questions. Several possibilities then may be present as appropriate answers to questions. Since life in society presents problems where no clear-cut answers exist, pupils in the elementary school have ample opportunities to engage in solving similar problems on their understanding level. Since there are several alternatives as possible answers to questions or problems, each solution needs to be evaluated thus involving critical thinking. In an atmosphere of respect, pupils should be encouraged to present unique, new solutions to problems. Thus, creative thinking is emphasized in the current affairs curriculum.

Issues in the current affairs should be on the understanding level of each pupil. Issues which are too complex should be avoided. No doubt, issues that bring forth highly emotional responses in discussion have little value in the current affairs program since rational thought may then be lacking on the part of participators. Feelings, of course, will be attached to either side of the many sides of an issue which is suitable for a given class discussion. Issues then must be selected which help learners to engage in complex levels of thinking for their stage of development. The latter situation must exist for pupils to be profitably engaged in critically examining various points of view that pertain to issues. Certainly, nothing is gained by discussing issues where the emotions of pupils only, are exhibited rather than thought. Perhaps, by discussing issues which involve the feeling of pupils and yet rational thought prevails at the beginning, pupils may be guided to examine issues later which have higher degrees of emotion involved.

Issues for discussion should be selected which are relevant for learners. Pupils should thus be able to identify with the issue or issues. Much importance is then attached to these discussions by pupils. Teachers may feel that selected issues should be relevant for pupil consideration only to find out later that there is little or no pupil interest. Also, purpose in learning may then not be involved. Through teacher-pupil planning, important issues may be identified which are relevant to learners.

The teacher should give learners ample time to evaluate alternative positions on an issue. Pupils may desire that the teacher present information in lecture or explanation form rather than their examining different positions on an issue. However, in such a situation pupils would not have the opportunity to gather information from a variety of sources and reflect upon newly obtained content. Pupils must think critically about various solutions to problems. Ultimately, each pupil should decide upon a reasonable hypothesis or solution to a problem. The solution, of course, must be based upon knowledge and understanding. In a democratic society, the teacher must avoid indoctrinating students.

Problems for Consideration and Discussion

1. In your own thinking what are some important controversial issues for primary grade pupils to discuss? Intermediate grade pupils?
2. How can situations in classrooms be handled where pupils exhibit strong emotions rather than rational thought in discussing controversial issues?

3. In your own thinking, how can pupils be guided in selecting significant current affairs items rather than the trivial?
4. Visit a classroom situation involving the teaching of current affairs and determine which objectives pupils are to achieve in the ongoing learning activity.

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CHAPTER EIGHT

COMMITTEE WORK IN THE SOCIAL STUDIES

Ample opportunities need to be given to pupils to become actively involved in committee work. This would be true for the following reasons:

1. Life in society demands that human beings be able to interact with others effectively on the job as well as during leisure-time activities.
2. Group efforts are necessary to identify and attempt to solve problem areas in society.
3. Social development is an area in which each individual may realize optimal achievement as one facet of human development. Effective social development, of course, will also affect other facets of a person's development, such as emotional and intellectual well-being.

Implementing Committee Work

If pupils have not worked on committees previously, the teacher must get to know learners well in the class setting before implementing this plan of instruction. Thus, the teacher should, first of all, obtain data about each learner's present achievement level, attitudes, as well as work and study habits before implementing committee endeavors.

Pupils who exhibit standards pertaining to being responsible human beings may receive first consideration in working on a committee in the class setting. As the teacher effectively guides these learners in identifying problem areas in an ongoing unit of study and in utilizing a variety of reference sources to obtain related content, an additional committee may be formed with an ultimate goal being that all pupils in the class setting have ample opportunities to work within the committee framework.

There are several approaches which may be utilized to determine committee membership. First of all, pupils individually may select the specific committee to participate in. For example, in an ongoing unit of study, learners may choose if they wish to work with a group developing (a) a model pertaining to a generalization being studied, (b) a mural relating to specific concepts being analyzed, (c) a frieze or diorama illustrating selected ideas or (d) ideas in greater depth by gathering data from a variety of sources.

A second method which may be utilized to determine committee membership of pupils is to have the teacher decide which learners should develop (a) models, (b) a mural, (c) a frieze or diorama and (d) engage in research activities. Decisions are made based on pupils' capacities, interest, and/or past achievement.

A third approach in determining pupil committee membership is to use sociometric data results of involved learners. Thus, learners within a specific committee would be chosen on the basis of friendship or mutual acceptance by involved learners.

Each pupil should be guided to realize his/her optimum achievement in intellectual, social, emotional, and physical development. The use of committee work, of course, will not automatically guarantee these end results. Pupils with teacher guidance must develop relevant criteria pertaining to the former participating in committee work. These standards may well include the following:

1. all learners participating to their optimum but no one dominating committee endeavors.
2. ideas for attaining objectives are presented to all committee members.
3. learners stay on the topic or project being pursued.
4. feedback is given to all committee members pertaining to achievement of individual learners.

Standards may be added or deleted as the need arises. The teacher should guide pupils to select and appraise significant criteria for committee work as well as assist learners periodically to evaluate if these guidelines are being attained.

Learning Activities and the Committee Framework

There are many kinds of learning activities involving pupils in a small group setting. The teacher must provide for the interests, needs, and purposes of individual pupils within the framework of these various kinds of learning experiences. If pupils, for example, are studying a unit on "Living in the Middle East," after appropriate readiness experiences, the following committees may be developed with teacher guidance:

1. a committee of three to four members may develop a large relief map of Egypt, Israel, Lebanon, Syria, Jordan, Iraq, and Saudi Arabia.
2. a second committee may develop a frieze including content on farming, manufacturing, urban living, and transportation in the Middle East.
3. a third committee may gather data on reasons for the present-day Arab-Israeli conflict.

4. a fourth committee may develop dioramas on selected scenes of the Middle East, such as a kibbutz, bedouins in a semi-desert area, a village setting, and an urban scene.
5. a fifth committee may engage in research activities and ultimately dramatize a United Nations Security Council session on the Middle East dilemma.

Ultimately, pupil achievement within the committee setting should be appraised in terms of learners having attained stated objectives.

Supervising Pupils within the Committee Setting

Pupils will differ much from each other in terms of supervisory guidance needed from the classroom teacher. Learners with teacher guidance need to successfully complete committee work endeavors. Thus, pupils are engaged in problem solving situations with the successful completion, among others, of relief maps, friezes, reports, dioramas, and dramatizations. Pupils differ from each other in many ways, thus requiring selected types of supervision and assistance.

1. Differences in achievement. The teacher must preassess each pupil's present achievement level in an ongoing social studies unit. Teacher observation may be an excellent method to utilize in appraising present achievement levels of pupils. Each pupil then can work on tasks which harmonize with his/her present achievement level. The teacher must continually stimulate pupils in selecting learning activities which guide each learner to develop optimal achievement.

2. Differences in motivation. It is difficult to increase energy levels toward learning on the part of a few learners. Others are easily motivated in attaining desired goals. Thus, the teacher has an important

obligation in doing the best job possible of motivating each pupil to develop an inward desire to learn. If pupils lack motivation in wanting to learn, the teacher will need to assess the quality of learning experiences being provided for pupils. A variety of rich learning activities should be utilized in teaching-learning situations including films, filmstrips, pictures, study prints, slides, tapes, library books, textbooks, excursions, and other reference sources. Appropriate methods of teaching must be utilized to provide readiness for learning prior to using these learning activities. Thus, pupils may be stimulated in developing an inward desire to learn.

3. Differences in purpose for learning. Pupils differ much from each other in perceiving reasons for learning selected content. Thus, the teacher must guide each learner in understanding reasons for learning specific concepts, generalizations, skills, and attitudes.

4. Differences in the degree of interest exhibited in a new or ongoing unit of study. The teacher must select learning experiences which can capture pupil interest. With careful observation of each learner's behavior in teaching-learning situations, the teacher may observe which learning activities capture pupils' interests. Feedback from pupils to ongoing learning activities provides guidance for the teacher as to when to maintain, change, or modify experiences in the class setting.

Evaluation of Teacher Effectiveness

It is important for the teacher to engage in appraising his/her own progress in guiding pupil achievement in committee work. Thus, criteria need to be developed by the teacher to carefully assess each learner's progress in learning experiences involving committee work. Questions such as the following may be answered by the teacher pertaining to self-evaluation in guiding learners to develop well in the area of committee work:

1. Did each pupil develop important understandings, skills, and attitudes?
2. Did each learner do his/her fair share of work in a committee setting?
3. Did each pupil learn as much or more within the committee setting as compared to other methods of teaching and learning?
4. Did learners become increasingly responsible in their behavior due to being members of committees?
5. Did pupils respect the thinking of others in the group setting?
6. Did it appear that pupils appreciated opportunities to participate in committee work?
7. Do pupils feel successful in ongoing learning experiences involving committee work?

A comprehensive program of evaluation must be in evidence pertaining to appraising diverse facets of a pupil's development -- intellectual, social, emotional, and physical.

Helping the Slow Learner

There are numerous ways to guide slow learners in attaining optimal development within the committee framework. Among these ways would be the following:

1. providing reading materials on the understanding level of these learners.

2. expecting achievement of these learners commensurate with their abilities.
3. stressing problem-solving activities in which the identified problems come from involved learners.
4. utilizing films, filmstrips, slides, pictures, objects, and study prints in teaching-learning situations on the understanding level of slow learners.
5. having a good reader read content to selected slow learners.
6. having a variety of media available for art work, such as crayons, colored chalk, water colors, finger paints, and colored pencils.
7. utilizing tools for construction activities which harmonize with present eye-hand coordination levels of learners, including such tools as hammers, saws, squares, and planes.
8. being accepting of creative responses of learners which brings forth the best possible from individual pupils.
9. developing standards of behavior with slow learners which the latter may achieve.
10. having pupils experience concreteness in ongoing learning experiences. Thus, the community must become an inherent part of teaching-learning experiences for slow learners.

Helping the Talented Learner

Adequate guidance must be given to talented pupils in the class and school setting. The teacher may follow guidelines such as the following when teaching talented pupils:

1. more abstract learnings may be emphasized as compared to those provided for slow learners.

2. less supervision is needed as these learners continually reveal responsible behavior in ongoing learning activities.
3. more reading and writing experiences may be emphasized in teaching the talented pupil as compared to the slow learner.
4. problem-solving activities should become increasingly more complex for these talented learners.
5. concepts and generalizations may be developed in greater depth by talented pupils as compared to slow learners.
6. a variety of experiences needs to be provided talented learners which emphasize achieving more complex understandings, skills, and attitudinal objectives as compared to learning activities provided for slow learners.

Problems Involved in Using Committee Work

There are teachers who hesitate in using committee work in the class setting. The following, among others, may be reasons for this situation:

1. teachers fear that pupils will get out of hand when working within the committee setting.
2. pupils will not achieve as much within a committee as compared to other methods of teaching and learning.
3. teachers lack knowledge and skill in getting pupils to participate effectively in committee work.
4. pupils may lack needed responsible behavior in committee settings.
5. parents and guardians do not support the use of committee work in the school and class setting.
6. learners may not perceive purpose for participating in committee endeavors.

7. pupils are excessively competitive and lack needed attitudes to be cooperative individuals involved in problem-solving experiences.
8. rapport is lacking between and among pupils as well as with the classroom teacher.
9. teachers lack faith in pupils becoming increasingly independent within the committee setting.

Teachers need to diagnose inherent deficiencies in committee work and guide pupils to become proficient in working with others to solve problems. It is significant for the teacher to develop proper rapport with each learner. There must be mutual respect among learners and with the teacher before optimal achievement in committee work may become an important end result. The teacher should guide each committee to identify relevant problems within an ongoing unit of study, select salient reference sources to gather needed data, find answers to problems and questions, appraise answers and revise them, if necessary.

Committee work in and of itself may have little or no value to learners unless each pupil is developing optimal achievement in gaining important understandings, skills, and attitudinal objectives. The psychology of teaching and learning must be in evidence within the framework of ongoing learning experiences. Thus, pupils may experience interest, purpose, and meaning in units of study in the social studies.

In Summary

It is significant to give pupils ample opportunities to work in committees in ongoing units of study in the social studies. Situations in life demand that individuals be able to work together harmoniously in order to identify and attempt to solve problems. To emphasize effective committee work in the class and school setting, the teacher must

1. implement small group activities successfully.
2. select pertinent learning experiences for pupils.
3. supervise small group work effectively.
4. evaluate his/her proficiency in working with learners within small group settings.
5. provide for learners on all levels of achievement.
6. guide pupils to remedy deficiencies exhibited in small group endeavors.

Problems for Consideration and Discussion

1. What guidelines, do you think, should a teacher utilize to help pupils achieve optimally in committee work?
2. Why do you think teachers hesitate in having pupils work in committees in the social studies?
3. Describe selected learning activities pupils may participate in when working within a committee framework.
4. What suggestions would you give a beginning teacher wishing to implement committee work in the school-class setting?
5. What standards of conduct would you develop with pupils to guide in implementing successful committee work in the elementary classroom?

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CHAPTER NINE

CREATIVITY IN THE SOCIAL STUDIES

Life in society demands that individuals become proficient creative thinkers. This is true for the following reasons:

1. personal and social problems generally require creative solutions.
2. progress in society comes about due to unique inventions, concepts, and generalizations developed by creative thinkers.
3. unique, novel ideas basically harmonize with the personality and life style of each individual.

Characteristics of the Creative Individual

There are many definitions and descriptions available pertaining to creativity within individuals. The following, among others, are criteria relating to behavior of creative individuals:

1. They like original, unique, novel ideas.
2. Gaps in knowledge are identified in concepts, generalizations, and main ideas.
3. The creative individual is curious and thus asks many questions.
4. Flexibility and fluency in thinking are definite characteristics of the creative individual.
5. These learners enjoy playing with ideas.

Creative individuals do not adhere to the following standards:

1. wanting to memorize content.
2. desiring questions which require factual responses.

3. wanting a quiet, formal classroom environment.
4. listening to lectures given by teachers and other individuals in authoritative positions.
5. being in testing situations which require recall of information.

Learning Activities Involving Written Expression and the Creative Learner

Individuals seemingly are creative individuals. However, traits of creativity among individuals appear on a continuum. Thus, selected individuals, of course, exhibit creative behavior more frequently than others. Each learner should be stimulated to achieve optimal development in creative endeavors. The teacher then must study, appraise, and utilize diverse learning experiences which foster creative behavior within pupils.

In any unit of study in the social studies, learners may be stimulated to respond to "what if" questions. For example, if pupils are studying a unit on "The United States in the Twentieth Century," with adequate background information, they could hypothesize on the problem - What if World War I had not been fought, what would the United States be like today? Or, if the depression had not occurred, what differences would have been in evidence in the United States today?

Based on adequate background information, learners may predict what the United States might be like at the turn of the twenty-first century. Unique, original ideas should be a significant end result when pupils individually make predictions on possible happenings of the future.

Brainstorming methods of teaching may also guide in setting the stage for learners to engage in creative thinking. The use of brainstorming as a method of teaching must stress the importance of the following criteria:

1. value judgments are not made on pupils' individual responses.
2. pupils should be encouraged to respond or hypothesize freely to questions and problem areas.
3. novel, original responses are desired from pupils.

If pupils, for example, are studying a unit on Colonial America, they may brainstorm related content pertaining to the following:

1. how the United States might have become independent from Great Britain without participating in the Revolutionary War.
2. what the United States might be like today if English-speaking colonies had not been the first settlers in the New World.

Learners in an ongoing unit of study may select a famous individual in American history and develop a related tall tale. Pupils, of course, enjoy listening to and reading tall tales. Many learners are familiar with Paul Bunyan and Pecos Bill tall tales. Learners inductively can list characteristics pertaining to tall tales after listening to and/or reading specific selections. Tall tales emphasize:

1. a character or characters having superhuman traits.
2. the character or characters face a problem or specific difficulties.
3. the difficulty or difficulties are overcome by the superhuman individual.

Selected filmstrips and films pertaining to an ongoing unit of study may be utilized to set the stage for creative writing experiences. Thus, the pupil may write diverse kinds of poetry.

First of all, pupils may write a couplet. Thus, verse containing two lines somewhat even in length should be an end result in the writing of couplets. The ending words of these lines must rhyme to fit definitions pertaining to writing a couplet.

Secondly, triplets may be written by learners. Three lines of general uniform length will then be in evidence. Ending words of each of these three lines pertaining to the triplet must rhyme.

Thirdly, learners may write quatrains. The quatrain contains four lines of verse of general uniform length. There can be diverse patterns of rhyme in the quatrain, such as lines one and two may rhyme as well as lines three and four. Or, lines one and three may rhyme as well as lines two and four.

Limericks are interesting for pupils to listen to, to read, as well as to write. Limericks contain a combination of a couplet and a triplet. Thus, in a limerick, lines one, two, and five rhyme (a triplet) while lines three and four rhyme (a couplet).

The kinds of poetry described so far contain rhyming words. Free verse is a type of poetry which does not contain rhyming words. The lines may vary in length, and the length of the poem can be adapted to individual needs of pupils. If pupils, for example, are studying a unit on "The Civil War," free verse may be written on the following topics:

1. President Lincoln was . . . .
2. Robert E. Lee is credited with . . . .
3. Jefferson Davis became . . . .

Creativity and Art Work for Pupils

There are numerous ways in which learners may reveal creative behavior when participating in art experiences. Thus, unique, novel ideas may be inherent in a variety of kinds of completed art products. If pupils, for example, are studying a unit on "The United States Today," selected learners in a committee may develop a mural. Committee membership needs to be small enough so that all learners in the committee may truly plan, implement, and complete the mural based on ample background experiences. Using a variety of art media, these committee members may develop

(a) scenes pertaining to rural America.

(b) illustrations relating to manufacturing.

(c) scenes reflecting urban life in the United States.

(d) pictures pertaining to diverse means of transportation.

A second type of art experience for pupils may pertain to ultimately completing a diorama. Dioramas may be developed by pupils individually or within a committee setting. An empty shoebox may be utilized to contain three dimensional content necessary in developing a diorama. Thus, pertaining to the previously mentioned unit, "The United States Today," two or three pupils in a committee ultimately may develop a diorama pertaining to one of the following:

1. a farm scene in the Midwest.
2. apartment buildings in a large city.
3. transportation on an interstate highway.
4. coal mining in Pennsylvania.
5. the lumber industry of the state of Washington.
6. famous tourist sights of Arizona.
7. dairy farming in Minnesota and Wisconsin.
8. an assembly line in a factory.

Pupils need adequate, related content prior to planning and implementing plans in developing a diorama. The contents of the diorama may be appraised in terms of

1. accuracy of ideas being presented.
2. cooperative efforts of learners in the committee.
3. thoroughness and completeness of the diorama.
4. unique approaches used in planning, developing, and completing the diorama.

A third type of art experience reflecting creative behavior available to pupils may relate to the development of a frieze. A series of illustrations are developed by a committee of learners when developing a frieze. The committee cooperatively plans each illustration for the frieze. Each pupil then within the committee proceeds to complete his/her illustration pertaining to the frieze using selected art media. The illustrations generally should follow an appropriate sequence. Thus, in the unit, "The United States Today," the following sequence of illustrations may be developed:

1. a farmer plowing land using a modern tractor having an air-conditioned cab.
2. the farmer disking his land for future seeding of grain.
3. the farmer seeding grain using a grain drill on a three point hydraulic hitch.
4. the farmer cutting the grain using a self-propelled combine having an air-conditioned cab.

Pupils must gather adequate background information from a variety of reference sources such as textbooks, library books, films, filmstrips, slides, tapes, and encyclopedias prior to developing a frieze. The content must be interesting, meaningful, purposeful, and provide for individual differences among pupils.

A fourth type of creative art experience for pupils may pertain to learners individually developing an illustration of their own choosing. Thus, with adequate available reference sources to gain background information, the pupil may wish to complete an illustration pertaining to one of the following concepts in the unit, "The United States Today":

1. conservation of energy
2. reduction of pollution
3. conservation of soil
4. education in the future.

At the appropriate stage of development, pupils need to experience the use of finger painting, crayons, water colors, colored chalk, colored pencils, pencil sketching, and other media in creative art work in ongoing units of study in the social studies.

Speaking Activities and the Creative Pupil

Pupils need to have ample opportunities to participate in speaking activities involving creative expression. If pupils, for example, are studying a unit on "Colonial America," they may view pictures pertaining to the following incidents and tell what might have happened immediately before and after each illustration:

1. protesting the Stamp Act.
2. signing of the Mayflower Compact.
3. the Boston massacre.
4. the Boston Tea Party.

Secondly, pupils may select a picture pertaining to an ongoing unit of study and interpret its contents orally. Thus, a learner may choose an illustration from a specific set and relate imaginative ideas. The following pictures, for example, may provide cues for pupils in the area of creative oral expression pertaining to a unit on "Colonial America":

1. farming in the Massachusetts Bay colony.
2. building ships in New England.
3. constructing buildings in the New World.
4. conducting religious services in Puritan New England.

Creative behavior in communicating content orally by pupils in this learning experience may be appraised in terms of the following criteria:

1. choice of novel words to express ideas clearly.
2. perception of unique relationships of concepts and generalizations in presenting content orally to others.
3. gaps in knowledge that pupils express orally pertaining to background knowledge obtained relating directly to the illustration being viewed.
4. creative solutions that pupils present to minimize identified gaps.

Pupils with teacher guidance should have ample opportunities to record their presentations and listen to feedback content. Each pupil needs to develop feelings of being in a learning environment which fosters spontaneous, original behavior. A rigid, formal environment for learning generally does not stimulate creative behavior within learners.

A third approach which can be utilized to encourage creative oral expression on the part of pupils may involve learners reporting ideas gained from reading selected library books. There are many library books written for elementary pupils pertaining to diverse units of study in the social studies. Thus, for example, in the previously mentioned unit on "Colonial America" pupils might read and report content pertaining to the following topics:

1. Captain John Smith (Jamestown Colony).
2. Roger Williams (Puritan minister).

3. The Pilgrims (Plymouth Rock Colony).
4. The Puritans (Massachusetts Bay Colony).
5. James Ogelthorpe (Georgia Colony).

In the above named report given by learners pertaining to content read from one or more library books, pupils may state how they would have solved problems differently as compared to approaches utilized by leading characters. Thus, for example, in reading about the life and times of Captain John Smith of the Jamestown Colony, pupils may develop unique ideas pertaining to how

(a) colonists might have been encouraged to work together for the good of all involved.

(b) new prospective colonists may have to be motivated to come to Jamestown.

A fourth method which may be utilized to encourage pupil proficiency in creative oral communication could involve learners with teacher guidance developing sequential transparencies pertaining to an ongoing unit of study. If pupils, for example, are studying a unit on the Middle Ages, colorful transparencies based on adequate knowledge may be completed pertaining to the following scenes:

1. a castle for a nobleman with a moat and drawbridge.
2. homes for slaves and serfs.
3. land farmed for the nobleman.
4. land farmed for the church.
5. implements and animals used for farming.

Pupils may develop selected transparencies of those topics named above individually or within a committee. The transparencies and related content attained may be shared orally with others in the class setting. [illegible] preparing the transparencies and presenting related ideas orally may have their achievement appraised in terms of the following criteria:

1. uniqueness of illustrations as well as novel written content relating to the transparencies.
2. originality involved in presenting ideas orally to listeners in the class setting.

A fifth approach to utilize in stimulating pupils to exhibit creative behavior in communicating ideas orally pertains to the development of movie sets with related content given using the spoken voice. Thus individually or in a committee setting, learners with teacher assistance may develop illustrations on a roll of paper which may be placed in a single roll around two wooden dowel rods. The dowel rods are inserted into a cardboard box which may measure, approximately, 18 inches high by 24 inches wide by 12 inches in depth. The front of the cardboard box (movie set) must be cut open so that specific scenes on the paper roll may be shown. Adequate research needs to be completed by learners developing the movie set so that meaningful content is a significant result. Scenes such as the following may be developed by learners on the roll of paper to be placed ultimately on the dowel rods and in the cardboard box:

1. a large church during the Middle Ages period of time.
2. shops or stores in a city of the Middle Ages.
3. knights in armour.
4. fairs, tournaments, and holiday scenes.

A variety of art media may be utilized by pupils to develop the specific scenes for the movie set. Learners in a stimulating manner may present related content orally pertaining to each scene in the movie set. Much creative behavior may be exhibited by learners in planning, implementing and evaluating content presented in the movie set.

Pupils with teacher guidance in ongoing units of study may identify selected problems and state how these problem areas should be solved. Thus, with adequate background content pupils may engage in problem-solving activities pertaining to solving selected problems such as the following:

1. How could disagreements between the United States and Spain be settled other than the resulting Spanish-American War?
2. What might have been done to have minimized the effects of the depression during the 1930s in the United States?

There are, of course, many hypotheses that may be developed pertaining to each of the above named problem areas. Thus, learners have ample opportunities to engage in creative thinking involving oral communication. Problem areas for pupils to develop related hypotheses should be on the understanding level of pupils.

Pupils with teacher guidance may also participate in creative dramatics to enhance development in oral communication. Creative dramatics stresses the following standards:

1. speaking parts are developed spontaneously by participants as the need arises.
2. pupils play the role or roles of selected individuals.
3. adequate background ideas are needed by learners to participate adequately in creative dramatizations.

The roles individual pupils play in creative dramatizations depend upon the unit being studied in social studies. Thus, if pupils are studying a unit on "Colonial America," they may develop and play roles pertaining to the following:

1. a New England town meeting.

2. fishermen engaged in fishing.
3. a dame school.
4. shipbuilding in colonial New England.

Each dramatization will stress the need for pupils to be spontaneous and creative in ongoing units of study in social studies.

Construction Activities and the Creative Learner

There are many opportunities available in elementary school studies for pupils to engage in construction activities and thus enhance creative development. In planning, implementing, and assessing construction projects, learners may be highly creative in ongoing learning activities.

There are many items which may be constructed by pupils:

1. model farm buildings may be constructed in a unit pertaining to the farm.
2. a telegraph set may be developed pertaining to a unit on communication.
3. a model stockade can be completed relating to a unit on westward movement in the United States.
4. scrolls may be made dealing with a unit on the Ancient World.
5. other items which may be constructed include simple musical instruments, stage and background scenery for puppets, marionettes, model houses, furniture, cars, spaceships, trucks, and planes.

Criteria which may be utilized to appraise learning experiences involving construction activities could include the following:

1. unique approaches need to be utilized by pupils to plan items to be constructed, as well as the means appropriate to follow through with the construction activity.

2. accuracy of the construction project within the framework of creative endeavors is to be emphasized thoroughly in ongoing learning experiences.

Musical Activities, Creativity, and the Pupil

There are diverse kinds of musical activities for learners in different social studies units which may help pupils to attain understandings, skills, and attitudinal objectives. Pupils, for example, may listen to musical recordings pertaining to the following areas of the world:

1. The Middle East.
2. Great Britain and other European countries.
3. The Scandinavian countries.
4. Brazil, Argentina, and other South American countries.

Thus, pupils may listen to how words are pronounced as well as the kinds of music in existence in diverse nations on the face of the earth.

Learners with teacher guidance may write verse (diverse kinds of poems discussed previously) and ultimately set the words to music. Poems written and related composed music should relate to the unit being studied in social studies. Learners need to be stimulated to write selected verse with an end result being to set the poem to music. The learning activity should be challenging as well as provide for feelings of success in the ongoing unit of study. Pupils must be encouraged to be creative in an atmosphere of respect. Praising creative efforts may aid individual pupils to express their own inner feelings, thoughts, and ideas.

Pupils may also learn to sing selected songs pertaining to ongoing units of study in the social studies. There are, for example, many songs written pertaining to the past in American history. Thus, pupils on the appropriate stage of development can appreciate learning to sing songs pertaining to the following periods of time in American history:

1. The Revolutionary War.
2. The Civil War.
3. World Wars I and II.
4. Folk songs of other periods of time in American history.

Through the singing of songs, pupils may learn to appreciate more thoroughly the concerns of human beings in the United States and abroad in past as well as present times. Creativity is involved in developing feelings of empathy.

To further understand the contributions of music in the social studies, pupils may learn to participate in folk dances directly related to the unit being studied. Thus, if pupils are studying a unit on "Mexico, Our Neighbor to the South," they may learn to perform folk dances of that nation. In these learning experiences, pupils should

1. realize that folk dances differ from nation to nation and even area to area.
2. reveal skills on their present achievement level.
3. develop proficiency in social development.
4. learn to cooperate with others in the class setting.
5. appreciate cultural contributions from diverse people and nations on the face of the earth.

In Summary

There are many kinds or types of creative experiences for pupils. Thus, learners may be involved in learning activities involving creativity which include

1. written expression.
2. art work.
3. oral communication.
4. construction work.
5. experiences in the area of music.

Problems for Consideration and Discussion

1. What characteristics, do you think, should the creative individual exhibit?
2. How can a relatively noncreative individual be stimulated to reveal creative behavior?
3. What approaches, do you think, should be utilized to appraise creative behavior?
4. Which learning experiences would you recommend should be utilized to stimulate creative behavior within pupils?
5. What characteristics should a teacher possess to stimulate creativity within pupils?

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CHAPTER TEN

ISSUES IN THE SOCIAL STUDIES CURRICULUM

There are selected issues which teachers, principals, and supervisors need to identify, examine, evaluate, and ultimately attempt to develop a related synthesis. Which issues may be important for reflection by educators in the public school setting?

Using Textbooks as an Issue

There are teachers in the class setting who make heavy use of textbooks in the social studies curriculum. Thus, pupils largely develop learnings from reading content contained in textbooks. These teachers may even use good teaching methods to have pupils experience interest, purpose, and meaning in learning. There may be a few other learning experiences for pupils such as the use of filmstrips, films, and pictures from a teacher's own file. However, the scope of content and sequence of units of studies is determined from the confines of a selected series of textbooks.

Reasons given for the heavy use of textbooks in the social studies curriculum may include the following:

1. The writers of these textbooks have spent considerable time in selecting relevant content.
2. Preparation for teaching is easier when the teacher's manual is used much in preparing for teaching-learning situations.
3. Unit titles and sequence of units have been carefully determined by writers of these textbooks.
4. An adequately controlled vocabulary is in evidence since a few

new words are added sequentially in each page of content.

5. Colorful illustrations related to the printed content on each page assist pupils in attaining meaningful learnings.

Reasons given for deemphasizing the strong emphasis placed upon the use of social studies textbooks in teaching-learning situations include the following:

1. Pupils individually possess diverse learning styles; thus different ways of learning for diverse learners must be implemented.
2. There are selected learners who do not like reading as a major method of learning.
3. Pupils need a variety of learning experiences to develop and/or maintain interest in learning.
4. Content contained in social studies textbooks may not be perceived as relevant by individual pupils.
5. Teachers need to provide for individual differences; manuals and textbooks cannot do this for teachers.

Inductive Versus Deductive Teaching as an Issue

Educators continually debate the merits of inductive versus deductive methods of teaching. There are selected curriculum workers who emphasize strongly the use of inductive approaches in pupil learning. When utilizing inductive approaches in ongoing learning experiences, the teacher must

1. be a good asker of relevant stimulating questions.
2. encourage learners to respond to problem areas.
3. guide learners to express creative content in a relaxed learning environment.

Advantages given for utilizing inductive methods of teaching include the following:

1. Pupils need to be "on their toes" to respond to identified questions and problems.
2. Learners learn more if they need to discover information.
3. Pupils learn to utilize diverse reference sources in data gathering situations.

Disadvantages given for using inductive methods of teaching may include:

1. the time factor involved in guiding pupils to discover information and content.
2. the teacher's personality not harmonizing with this method of teaching.
3. there are pupils, no doubt, who prefer deductive methods of teaching.

There are selected educators who strongly emphasize the importance of using deductive methods of teaching. Thus, the teacher should

1. present content meaningfully to pupils in a recommended sequence.
2. present information in a clear, concise manner utilizing related audiovisual aids.

There are, of course, numerous advantages which may be listed in using deductive approaches in teaching-learning situations.

1. Time may be saved on the pupil's part in learning when relevant content is presented to learners in explanation form using a variety of learning activities.
2. There are pupils, no doubt, that prefer deductive methods of teaching as compared to inductive approaches.

3. The learning styles of selected learners may harmonize more with deductive as compared to inductive methods of teaching.

Disadvantages may also be listed for utilizing deductive methods of teaching:

1. Pupils may become rather passive in learning if this method of teaching is used excessively.
2. Methods of teaching need to be harmonized with learning styles of individual pupils.

Thus, in resolving the inductive versus deductive controversy in teaching and learning, it appears that

1. methods of teaching need to be selected which guide pupils in attaining relevant learnings.
2. learning experiences selected must help each pupil develop to his/her optimum.
3. effective appraisal procedures must be utilized to measure pupil gains in learning.

Using Content from the Structure of Knowledge as an Issue

There are selected educators who recommend that public school pupils achieve structural ideas in diverse units of study in the social studies. These structural or content ideas generally are identified by college and university professors in different social science areas such as history, geography, political science, economics, sociology, and anthropology. These broad generalizations would then be available to teachers in guiding pupils to attain the structural ideas inductively. The teacher's role in teaching would be to provide learning experiences for pupils utilizing methods of inquiry emphasized by historians, geographers, political scientists, economists, sociologists, and anthropologists.

There would be selected advantages in having pupils achieve structural ideas.

1. Social scientists have attempted to identify important content for pupils to gain.
2. Pupils learn to think and use methods of inquiry as recommended by involved social scientists.
3. Teachers receive assistance in deciding upon relevant content for learners to achieve.

There also are disadvantages in emphasizing pupils achieving structural ideas.

1. These ideas may not be perceived as being significant content by learners.
2. It is difficult for teachers to know specific methods of inquiry used by social scientists.
3. Pupils also have questions and problems which they wish to solve.
4. The teacher may feel there is more important content for learners to gain in problem solving situations.
5. Learners may not develop desirable attitudes toward learning if content is predetermined prior to sessions devoted to teaching social studies.

Using Affective Objectives as an Issue

There are selected educators who strongly recommend using affective objectives as a basis for instructing pupils in teaching-learning situations.

The following criteria then would become important to follow in ongoing units of study in the social studies:

1. Pupils should be involved in selecting what to learn as well as in selecting desired learning experiences.
2. Learners must be given ample opportunities to make decisions pertaining to selecting objectives, learning activities, and means of appraisal in diverse units of study.
3. Mutual trust and respect are important between and among teachers and pupils.
4. Learners should be guided in developing an adequate self-concept.
5. Learning experiences for pupils should be interesting.
6. Pupils may do much of their own pacing in ongoing learning activities.
7. Developing wholesome attitudes within pupils is a very important outcome in learning.
8. A humane environment fosters better total growth of learners.

Advantages given for using affective approaches in teaching-learning situations include the following:

1. Pupils learn more if attitudes are positive in the class setting.
2. The concept of humaneness is important to emphasize in a democracy.
3. Positive attitudes on the part of pupils guide in achieving well in terms of understandings and skills objectives.
4. Life in society places heavy emphasis upon individuals making decisions; thus learners in the class setting should be involved, with teacher guidance, in selecting objectives, learning activities, and evaluation procedures.

Disadvantages which may be listed for implementing generalizations pertaining to affective education include the following:

1. Selected learners may lack maturity in selecting what to learn as well as the means of learning.
2. The professionally prepared teacher should be in an excellent position to select objectives, learning experiences, and appraisal techniques.
3. The basics, such as reading, writing, and arithmetic, may be minimized when affective learnings are heavily emphasized in the school and class setting.
4. The affective curriculum does not meet the needs as well as learning styles of selected pupils.
5. It is difficult for the teacher to appraise each child's affective achievement adequately when individual learner gains are to be noticed specifically.

Using Workbooks as an Issue

There are social studies teachers who believe strongly in the heavy use of workbooks in ongoing units of study. These teachers may guide pupils to complete learning experiences in each sequential page in the involved workbook. Perhaps, parents of these children, as a whole, also wish each sequential page to be completed in the workbook by learners. There are selected questions which need to be answered pertaining to pupils in a class completing learning experiences within the confines of a workbook.

1. Does each learner in a class need to complete the contents of each page in a reputable workbook sequentially?

2. Are pupils gaining relevant learnings by completing exercises contained in the adopted workbook?
3. Does learning become boring for pupils when heavy emphasis is placed upon utilizing workbooks as learning experiences in the social studies curriculum?
4. Do pupils understand major concepts and generalizations well due to completing exercises contained in a workbook?

Using Criterion Referenced Tests as an Issue

Educators who stress the importance of S - R theory of learning may believe in the use of criterion referenced tests to appraise pupil progress. These tests are based on the use of behaviorally stated objectives in teaching-learning situations. Prior to teaching, the teacher determines and writes measurable objectives for pupils to attain. Pretesting of learners is also completed to determine present achievement levels of each pupil. After appropriate learning activities have been provided for pupils to achieve realistic measurable objectives, the teacher measures if desired ends have been acquired. The measurable objectives become the criteria against which pupil achievement is gauged.

Reasons given for advocating the use of criterion referenced tests to appraise pupil achievement may be the following:

1. It is an unbiased approach to evaluate learner progress. The objectives for pupils to attain are written down and it is measurable or ascertainable if learners have or have not attained these desired ends.
2. Interested, responsible persons such as parents, administrators, and

supervisors may be shown objectively an individual pupil's progress in terms of achieving stated objectives.

3. The teacher may appraise his/her effectiveness in teaching by noting learner progress in attaining measurable objectives.

Disadvantages which may be given when criterion referenced tests are used include the following:

1. These tests may not measure relevant learnings of pupils such as developing significant attitudinal aims.
2. The teacher alone prior to teaching may not be able to determine what pupils are to learn. Pupils also have questions and problems they wish to identify and attempt to solve in units of study.
3. A variety of procedures needs to be utilized to appraise achievement. Thus, diverse procedures to evaluate achievement need to be used to appraise all facets of a pupil's development such as intellectual, social, emotional, and physical development.

Using Programmed Materials

Programmed materials are written by a programmer (or programmers). Thus, programmers determine objectives for pupils to attain, learning experiences to achieve these ends, and methods of appraising progress. Selected programmed materials may contain the following sequence which learners need to follow:

1. Read a sentence or a short paragraph.
2. View a related illustration, if one exists.
3. Respond to an item to appraise progress, such as a completion item.
4. Check the response in the completion test item by comparing the

written response given by the pupil with that of the programmer.

5. Correct responses given by the pupil reinforce what has been learned.
6. The pupil who responded incorrectly now knows the correct response.

The above named sequence may be repeated again and again with pupils rarely making an error in responding.

Advantages given for utilizing programmed materials include the following:

1. Pupils generally are successful in each sequential step of learning.
2. Favorable attitudes may be developed within learners if success is inherent in learning.
3. Pupils individually may work at their own optimal rate of learning. An individual pupil does not need to adjust speed of learning to peers in the class setting.
4. Reputable programmed materials generally have been tested thoroughly in pilot situations, thus eliminating sequential weaknesses.

Disadvantages which can be listed for using programmed materials include the following:

1. Exclusive use of programmed materials may become very monotonous to selected learners.
2. Programmed instruction may not harmonize with the learning styles of specific pupils.
3. The sequential steps in learning may be too small for talented and gifted pupils.
4. Pupils generally have no opportunities to identify and attempt to solve problem areas.

5. Programmed materials do not represent lifelike and realistic situations in learning.

Process Versus Product in Learning

Which is more important in ongoing learning experiences in the class setting - the process involved, or the final product in learning? Processes are more complex to measure in terms of learner achievement as compared to products.

The following may be considered to be processes in teaching-learning situations: critical thinking, creative thinking, valuing, problem solving, making choices and decisions, evaluating, hypothesizing, gathering data from diverse reference sources, and developing positive attitudes. It is complex to measure how well pupils have achieved in each of these processes.

The following products may be valuable for pupils to acquire: attained facts, concepts, and generalizations; art work; construction projects; written products; recordings of the spoken voice; and video taped presentations. Through teacher observation, it can be determined to some extent how well learners are doing in the previously named products objectives.

The following questions, no doubt, need to be answered pertaining to issues involving process versus product outcomes in learning:

1. What balance in the curriculum should be in evidence between emphasizing processes as compared to products in learning?
2. What kinds of learnings are needed by pupils in order to become fully functioning members in society?
3. Who should be involved in determining appropriate balance between process as compared to products objectives in ongoing learning

activities?

4. What kinds of learning experiences should be provided for pupils in emphasizing the importance of process and products objectives?
5. Which appraisal techniques should be utilized in evaluating pupil progress in process and products objectives?
6. Can pupil learning be sequenced appropriately in attaining both process and products objectives? Why or why not?

Selecting Objectives as an Issue

Who should choose objectives for pupils to attain in ongoing units of study? There are selected educators who strongly recommend that pupils should be heavily involved in selecting what to learn (objectives) as well as the means of learning (experiences and activities). Other educators feel that the teacher alone should select goals for learners to accomplish. Advantages given for pupils to be strongly involved in determining objectives include the following:

1. Pupils must perceive objectives as being truly relevant; otherwise optimal achievement will not occur.
2. Democratic living stresses pupil involvement in determining what is to be learned.
3. Learners perceive reasons for developing selected understandings, skills, and attitudes once they are involved in decision making situations.
4. Life in society consists of making choices in terms of wants, needs, and available resources.
5. A more adequate self-concept may be attained by a pupil who has

opportunities to choose and make selections.

Advantages given for the teacher to choose objectives for pupils to acquire include the following:

1. The teacher has been trained and educated in the teaching profession and is thus better able to select what learners are to learn.
2. The teacher can select objectives based on pupils' interests and purposes by noticing comments and statements made by the latter.
3. The teacher can more objectively diagnose learning deficiencies of pupils as well as attempt to remedy these deficiencies.

No doubt, a middle ground can be found pertaining to the controversy of the teacher versus the learner selecting objectives for the latter to attain. Through teacher-pupil planning goals for learners, in many cases, may be selected which the latter perceives to be relevant and satisfying.

Career Education as an Issue

Career education has received considerable emphasis in educational literature. Reasons given for emphasizing units on career education in the social studies include the following:

1. Careers exist in society; thus school and society become more integrated entities when units of study on career education become an inherent part of the school curriculum.
2. Eventually, all pupils presently in our elementary schools must choose a career. Certainly, the public schools may make a major contribution to this important end.
3. Careers are a persistent situation in life. Careers are important now as well as in future times.

4. Skills in listening, speaking, reading, writing, and observing may be stressed in ongoing units of study involving career education.

Disadvantages which may be given pertaining to including units on career education in the schools may be the following:

1. The elementary social studies curriculum is already crowded with other major units of study needed by pupils.
2. It is difficult to determine which careers should be emphasized in ongoing units of study since "change" is a key concept in American society.
3. It is too early to emphasize career education on the elementary school level of instruction. There are more basic learnings for pupils of these age levels, such as proficiency in reading, writing, and arithmetic.

The Basics in the Curriculum

There are selected lay people and educators who recommend a return to heavy emphasis upon the basics in the curriculum, namely reading, writing, and arithmetic. It is felt by many in American society that pupils are not learning to read and write well, as well as reveal adequate proficiency in the area of computation. Employers have felt that employees lack necessary skills in the three R's - reading, writing and arithmetic. High values in society are placed upon individuals demonstrating competence in these basics in the school curriculum and in the curriculum of life. Thus, the skills of the three R's are deemed as being relevant and significant in all occupations, vocations, and professions in American society.

Advantages given for stressing the basics in the school curriculum may well include the following:

1. To function well in society, individuals must be able to read, write, and compute at a desired level of competency. Thus, the three R's need adequate consideration within the framework of a basics curriculum.
2. Each of the three R's should receive appropriate emphasis in the basics in the curriculum approach. Thus, adequate time would be available to truly have pupils achieve well in reading, writing, and arithmetic.
3. Teachers may have adequate opportunities to develop pupil proficiency in the three R's. Too many separate curriculum areas emphasized in teaching-learning situations may decrease depth achievement possibilities among pupils.

Disadvantages which might be listed for a three R 's emphasis in the curriculum include the following:

1. The scope of the curriculum may be extremely narrow with a three R's focus.
2. It has never been determined which curriculum areas, specifically, might be labeled as basics in addition to the three R's.
3. Content needing emphasis within the three R's framework must also be identified. Vagueness exists in terms of which objectives need emphasizing within the three R's curriculum.
4. Significant objectives have never been agreed upon in terms of ends learners need to acquire to become fully functioning individuals in society.

Learning Centers as an Issue

There are selected educators who emphasize the utilization of learning centers as being an effective means of guiding pupils to achieve optimal development in the social studies. Thus, through teacher-pupil planning, diverse centers may be in evidence in the class setting. As an example, pertaining to any social studies unit, the following stations may be developed in the class setting:

1. an art center
2. a history center
3. a sociology-anthropology center
4. a reading center
5. a dramatization center
6. a music center
7. a geography center
8. a political science center
9. an economics center
10. a construction center

Each of these centers may be labeled attractively to orient the learner to its possible contents. A task card may be placed at each center to guide pupils in the selection of learning activities. Thus, a learner may choose a center, as well as a specific learning activity to participate in. The teacher serves as a guide and stimulator to motivate pupil achievement and learning. Centers in the class setting should contain concrete, semi-concrete, and abstract learning experiences for pupils. The tasks written or typed on task cards must provide adequately for pupils on diverse levels of achievement.

Advantages given for emphasizing the utilization of learning centers in the school-class setting include the following:

1. Pupils learn more if ample opportunities exist to be actively involved in planning and selecting learning activities and experiences.

2. Positive attitudes may be developed within learners if decision-making is emphasized on their part within the framework of teaching-learning situations.
3. Social development is stressed adequately in learning centers philosophy; learners have ample opportunities to work together with others on projects and activities.
4. Learners also have adequate opportunities to work at tasks on an individual basis.

Disadvantages given in having pupils participate at learning centers include the following:

1. Pupils are not mature enough to participate in choosing objectives and learning activities in the school-class setting.
2. Selected learners may not achieve well unless supervised carefully by a teacher or teachers.
3. The basics - reading, writing, and arithmetic - may be minimized when utilizing centers in teaching-learning situations.
4. The utilization of learning centers may not harmonize with the learning styles of selected pupils.

In Summary

Teachers, principals, and supervisors need to study, analyze, and appraise relevant issues in the social studies curriculum. Ultimately, based on knowledge, selected trends in the social studies curriculum need implementation.

Problems for Consideration and Discussion

1. Survey recent literature in the educational arena and locate relevant issues described by writers in journals and teacher education texts in the teaching of social studies. What are the pros and cons pertaining to each of these issues?
2. Which criteria may be utilized to appraise an identified issue in the social studies curriculum?
3. Why, in your own thinking, do issues exist in the teaching of social studies?
4. Develop a lesson plan pertaining to the teaching of social studies utilizing both inductive and deductive methods of teaching and learning.

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CHAPTER ELEVEN

PHILOSOPHY OF EDUCATION
AND THE PSYCHOLOGY OF LEARNING

Part One - Philosophy of Education

Diverse schools of thought in the philosophy of education have much to offer in developing a relevant social studies curriculum. Thus, teachers, administrators, and supervisors need to study significant educational philosophies to determine related implications within the framework of teaching-learning situations in ongoing units of study.

Experimentalism and the Social Studies

Experimentalists place major emphasis upon the concept of experience in the school curriculum and the curriculum of life. Thus, the real world of individuals and groups is experience. Human beings then perceive reality in terms of what is and can be experienced. Within the framework of the world of experiences, problems exist. These problems, perceived relevant in society, need identification. Adequate content must be gathered related to the problem. Thus, a hypothesis (or hypotheses) pertaining to the problem must be identified, followed by revising the hypothesis, if necessary. Further testing is continually necessary to revise the tentative hypothesis, if evidence warrants. Experimentalists emphasize that knowledge is tentative and not absolute. Thus, problems identified and their related hypotheses are subject to change. Permanent knowledge does not exist.

The social studies curriculum in the class-school setting needs to relate to what is relevant in society. Thus, problems and questions identified in the social studies relate to realistic situations in society. School and society are not perceived as separate entities. The social studies curriculum and the curriculum of life are integrated entities.

In addition to perceiving school and society as being related, experimentalists emphasize that the interests and effort of pupils in learning are synonymous. Thus, effort in learning comes from interests possessed by pupils in ongoing units of study. Within the framework of problem solving situations in the curriculum, the interests of pupils provide effort in developing tentative solutions.

Change is a key concept pertaining to situations in school and in society. Static situations do not exist. Since change is a highly relevant term, according to experimentalists, problems continually arise and need attempted significant solutions.

Implications from experimentalism in developing the social studies curriculum may well include the following:

1. Pupils with teacher guidance should be involved in identifying and solving like-like problems.
2. Dualistic situations should not exist such as separating interests from efforts of learners as well as separating school from society in ongoing learning activities.
3. Each hypothesis to a problematic situation should be evaluated in terms of consequences.
4. Situations in life are constantly changing; thus new problems arise in the changing environment.

Existentialism and the Curriculum

Existentialists emphasize the importance of individuals continually making choices in the school curriculum and in the curriculum of life. If a person allows others to make decisions for oneself, this also represents a choice. However, to be an authentic human being, the person individually must do the choosing and making of decisions.

There are no predetermined objectives for individuals to achieve when entering the arena of life. Thus, open-ended situations exist in life to develop one's own personal aspirations and goals. Since many, many options exist in terms of objectives for individual pursuit, feelings of anxiety and tension may result. The personal choices or decisions made may end in desirable consequences. They may also result in failure and alienation. Situations in life are not rational, but appear to be absurd in many cases.

Implications for teachers pertaining to existentialism in the curriculum can include the following:

1. Pupils individually must be given ample opportunities to choose objectives and learning experiences.
2. Knowledge is subjective; thus the arts, values clarification, literature, history, and music should receive adequate emphasis in the curriculum.
3. Individuals in the school-class setting must be encouraged to make personal commitments in life. Moral judgments made by individuals in a free environment are an ultimate goal in teaching and learning.
4. The individual pupil is a chooser and thus determines criteria and standards in life. The teacher definitely does not dictate values

for pupils' acceptance. Nor does the teacher determine means and ends of learning for pupils. Certainly, the teacher should not expect pupils to accept rationality existing in life's situations.

Idealism and the Curriculum

Idealism is a more traditional approach in making decisions in the curriculum as compared to experimentalism and existentialism. According to idealists, individuals cannot know how the world truly is in terms of an objective reality. Each person, however, obtains ideas pertaining to objects and items in the environment. The mind brings order to what is observed and seen. Thus, of all facets of human development that is significant to develop, the mind or intellectual achievement must come first. Rich learning experiences will need to be in evidence to guide pupils to achieve maximum development mentally. These experiences may well be selected in terms of leading pupils to attain universal ideas and knowledge of the Absolute (God). These universal ideas need seeking and finding. Any one person may not achieve perfect understanding of these universal ideas and of God. However, each person may continually move closer in achieving ideals of universal ideas and of the Absolute.

Implications pertaining to teaching and learning in emphasizing idealism as a philosophy of education may well include the following:

1. The teacher must emphasize generalizations that have broad application in the moral dimension.
2. Worthy ideals need adequate emphasis in the school curriculum and the curriculum of life.
3. Intellectual development of learners must receive primary

emphasis in the curriculum.

4. Quality classes in literature and history, in particular, should guide pupils to attain worthy generalizations.
5. Abstract learnings must not be slighted in the curriculum. What is worthy in life goes beyond learning from the use of the five senses only.

Realism and the Curriculum

Realists generally emphasize that individuals may know the environment as it truly exists. Thus, human beings can know and perceive objects and items as they are. What is real then may be identified and objectified. The curriculum areas of science and mathematics, in particular, are significant for realists. Science and mathematics contain precise and accurate context. Pupils may understand accurate and real content in the science and mathematics arena. Other curriculum areas, of course, also have their relevance and may be objectified. Thus, for example, reading and the language arts, history, geography, aesthetics, and even values may contain objective content.

Implications from realism as a philosophy of education for teaching-learning situations may include the following:

1. Precise, measurable objectives need careful identification and use in the school curriculum.
2. Learning activities must be chosen to guide pupils to achieve these specific objectives. Ultimately, it can be measured if pupils have attained significant ends.
3. Objective subject matter can be identified in diverse curriculum

areas for pupil achievement. Even ethics and aesthetics contain objective content that individuals have felt to be good and beautiful through the ages.

Summary Statements on the Philosophy of Education

Teachers, supervisors, and principals need to study diverse schools of thought in the philosophy of education to notice relevant inherent guidelines applicable in teaching-learning situations. A carefully analyzed philosophy of education gives guidance and direction in the decision-making arena.

Questions for Consideration

1. Which school of thought in the philosophy of education do you adhere to generally? Give reasons for your thinking.
2. Visit an elementary school classroom; which philosophy or philosophies of education were emphasized in teaching-learning situations? What evidence was there to support your thinking?
3. Develop a lesson plan for the teaching of a specific social studies lesson. In the lesson plan, consistently emphasize one identified philosophical school of thought.

Part Two -- The Psychology of Learning

There are numerous schools of thought in the psychology of learning which provide direction in the selection of objectives, learning activities, and appraisal techniques. Professional educators need to be well versed in the educational psychology arena to assist pupils to achieve optimally in intellectual, social, emotional, and physical growth.

Behaviorism and the Curriculum

Behaviorists have contributed much in helping educators understand how learning might take place. Behaviorists emphasize the significance of utilizing measurable objectives. These objectives are precise and specific. Little or no leeway exists in terms of interpreting what is to be taught when measurable goals are utilized. These objectives give direction in teaching-learning situations in that pupils will be attaining exactly that which is stated in the measurable ends. Thus, in the following objectives the teacher, as well as pupils, know with certainty what the latter are to achieve after instruction:

1. The pupil will write a seventy word paragraph on agricultural crops grown in the Middle East.
2. The pupil will list in writing at least ten possible causes for the present-day Middle East conflict.
3. The pupil will present an oral report comparing religious beliefs of Moslems and Jews.

After instruction, it can be determined if pupils have attained each of the above listed objectives. The teacher, having written these measurable objectives prior to instruction, basically knows with certainty what pupils are to learn. Guesswork then is eliminated in terms of directions that learning is to take place within pupils. Ideally, each pupil should be successful in achieving sequential measurable objectives. Gifted learners may successfully complete objectives more rapidly as compared to slower achievers.

A further example pertaining to behaviorism in the school curriculum may well be illustrated with tenets of programmed learning. Programmed learning stresses the utilization of the following principles:

1. Each sequential step of learning is determined by the programmer.
2. Pupils rarely make an error when progressing in small orderly steps in the use of field-tested programmed materials. Reinforcement of learning is then in evidence.
3. Learners know immediately if a response made to a programmed item is correct or incorrect by checking with the answer given by the programmer.
4. Objectives, learning activities and content, as well as evaluation responses are determined by programmers.

The following description of sequential steps in learning, using a programmed text for pupils, may well be in emphasis in this method of teaching and learning:

1. The pupil reads a sentence or two, views a related picture, and then responds to a completion item.
2. The learner may then check his or her response with the correct answer provided by the programmer. The answer to each completion item being worked on may be covered with a commercially prepared strip of plastic. After the pupil responds to a completion item, the plastic strip is moved downward to cover the next sequential answer to a programmed item. Thus, the pupil may immediately check responses given with that of the programmers.

Advantages of programmed learning instruction include the following:

1. Pupils generally can be successful in each sequential step of learning.
2. Adequate self-concepts within the pupil may be developed due to ideal inherent success in field-tested programs of programmed instruction.
3. Pupils individually may achieve at their own optimal rate of achievement.
4. Learners know immediately if responses given to each programmed item are correct or incorrect.
5. Pupils may become quite independent in working toward optimal achievement in the use of programmed materials.

Disadvantages given for the utilization of programmed materials include the following:

1. Programmed learning does not lend itself to problem-solving situations.
2. The objectives, learning activities, and appraisal techniques have been determined by the programmer. There generally is no input from pupils in determining the curriculum.
3. Selected pupils may not need the small sequential steps of learning emphasized in many programmed materials.
4. Creative behavior and critical thinking is not emphasized in most programs.
5. Pupils have diverse learning styles; programmed learning will not meet the needs of selected pupils.

Humanism and the Curriculum

Humanists have selected criteria to emphasize within the framework of teaching-learning situations. The needs of pupils must be met before learning may occur. The following tenets of humanists are important to emphasize:

1. Reality is subjective according to how it is perceived by the individual person.
2. The self-concept of the individual is highly significant. Positive experiences, as perceived by pupils individually, definitely aid in developing an adequate self-concept.
3. Self-actualization on the part of each person is an ultimate relevant goal.
4. Human beings make decisions to achieve the optimal self.
5. The feeling dimension of individuals is highly significant to consider in teaching-learning situations.
6. A humane learning environment needs to be in evidence. Openness toward oneself and toward others is important. Mutual trust and respect is an ultimate objective.

A. H. Maslow, a leading humanist, recognizes a hierarchy of needs that must be met before learning in the school setting and in life may take place. The human needs, identified by Maslow, which must be met in general order of importance include the following:

1. physiological needs including food, rest, and shelter.
2. security needs.
3. love and belonging needs.
4. esteem needs.
5. self-actualization.

Thus, for example, a person needs adequate food, rest, and shelter before security needs are identified and ultimately resolved. Once security needs are met, being loved and having feelings of belonging must be met, and so on. The above numbered needs generally must be met sequentially before teaching and learning are of optimal benefit to pupils.

Implications from humanism in developing the curriculum include the following:

1. Pupils need to have ample opportunities to engage in decision-making practices. Thus, questions and problems in the curriculum may well be identified by pupils in a stimulating environment.
2. Adequate emphasis must be placed upon a curriculum of affect.
3. The teacher is a stimulator of pupil learning and not a lecturer or dispenser of content.
4. A distinction is made between teaching and learning in the school curriculum; learning as a concept, of course, is significant and emphasized by humanists.
5. Pupils must be guided to attain adequate self-concepts and realize optimal development.

Advantages given for humanism as a psychology of learning include the following:

1. Developing well in the affective dimension, as emphasized by humanists, should guide pupils to achieve well in other domains, e.g., understandings as well as skills.
2. Pupils identifying questions and problems in a stimulating environment provides for intrinsic motivation situations on the part of pupils.

3. Meeting diverse needs on the part of learners is important prior to emphasizing acquiring of concepts and generalizations in diverse curriculum areas.
4. Emphasizing a humane learning environment rather than static, formal teaching-learning situations is relevant for all pupils.

Disadvantages which may be listed for humanism in the educational psychology arena include the following:

1. Pupils have diverse learning styles; humanistic approaches may not meet the needs of selected learners.
2. It is difficult to stimulate selected pupils to become askers of questions. Also, some learners may not like discussion and problem solving approaches in the learning arena.

Summary Statements on the Psychology of Learning

Teachers, principals, and supervisors need to study, analyze, and ultimately implement desired principles of learning from diverse schools of thought in educational psychology. Utilization of concepts and generalizations from diverse schools of thought in educational psychology should aid pupils to achieve optimally in the school curriculum as well as in the curriculum of life.

Problems for Consideration and Discussion

1. Observe teaching-learning situations in selected classrooms to determine which school or schools of thought in the psychology of learning are being emphasized during specific intervals of time.

2. Read selected professional journal articles pertaining to the teaching of social studies. Which school of thought in educational psychology is generally being emphasized? Be able to justify your answer or answers.

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CHAPTER TWELVE

EVALUATING PUPIL ACHIEVEMENT

Numerous techniques should be utilized by the teacher to evaluate pupil achievement in the area of elementary school social studies. No one technique is perfect. When using a variety of techniques to evaluate pupil achievement, comparisons may be made among the results in making social studies curriculum decisions for each pupil. One evaluation technique can be used as a check against results from other evaluation techniques. Then, too, evaluation techniques may differ from each other in use as to what is being evaluated. Selected evaluative techniques may center more on evaluation of pupil achievement in the area of understandings as compared to skills and attitudes, while a different evaluation technique may attempt to determine pupil achievement in the area of attitudes or skills.

Work Samples of Pupils

The social studies teacher should at regular intervals save completed work products of pupils. The date may be recorded on each finished product. Comparisons can be made of present achievement of a pupil as contrasted with earlier achievement levels to notice progress made. Pupils individually also should be involved in comparing their own present achievement with earlier attempts. This could spur a pupil on toward greater efforts when competing against himself or herself over previous efforts and work.

A pupil who has developed a written report using a variety of sources for obtaining information may place the final product in a personal folder.

The date should be listed on the written report. Later written reports may also be dated and placed in the same folder. Comparisons can then be made to notice achievement between earlier and later attempts at writing reports.

Tape recordings can be made of individual pupils presenting their findings on completed research to the class. These recordings may be dated and stored to make comparisons of a pupil's present achievement level with that of earlier attempts.

It is more difficult to make comparison of present with earlier attempts in items that have been constructed due to a lack of storage space. There may be space in some elementary schools to store a few items in making comparisons from one period of time to another concerning pupil achievement in constructing objects. Pupils, for example, could make toys that are representative of what children play with in a particular foreign country or countries. The construction activity would relate directly to the unit being studied. Since these toys generally are small in size, storage may not present a major problem in some elementary schools. This may give pupils an opportunity to make comparisons of their work individually now as compared to past times when engaging in constructing items and objects.

Using Rating Scales

Rating scales may be used by the teacher as well as pupils to evaluate learner achievement in the social studies. A five point scale can be used or categories such as "very good," "good," "average," "below average," and "poor" may be used. The behaviors of pupils which will be rated need to be selected carefully. In a group discussion for pupils, the following criteria, for example, may be listed for rating purposes:

	Very Good	Good	Average	Below Average	Poor
The pupil stays on the topic being discussed					
Respect for the thinking of others is in evidence					
Important questions are asked by the participant					
The pupil presents ideas clearly					

The name of the pupil and date for each rating obtained should be written on the rating scale. Comparisons should be made of each pupil's achievement over past times. The teacher, of course, should realize that this is not a perfect device to evaluate pupil achievement in social studies. The teacher's feelings and perception will vary when the rating scale is used from one time to the next. If the teacher is aware of these variables, a more objective perception may exist on the part of the teacher when rating scales are used. The rating scale should be used at different intervals when conditions are as comparable as possible. For example, it may make for great differences in perception and feelings of the teacher, generally, if the rating scale was used in evaluating a given pupil Tuesday morning for the first evaluation and late Friday afternoon several weeks later for the second evaluation using a given set of criteria. It would be better practice to utilize the rating scale under comparable conditions for a specific pupil. In the above example the rating scale for the areas being evaluated should be used either on Tuesday mornings or Friday afternoons. The rating scale must be used along with other devices to evaluate pupil achievement.

Using Checklists

In many ways, a checklist is similar to a rating scale utilized to assess pupil progress. A carefully prepared checklist may assist social studies teachers to diagnose pupil weaknesses. The resulting information can then help the teacher to provide for each child in a class setting. The checklist may pertain to assessing pupils' strengths and weaknesses in understandings, skills, and attitudes. Criteria to be evaluated need to be carefully selected by the teacher.

Name of pupil . . . . Date . . . .

Check Where Pupil Needs More Help

1. The pupil needs more help in organizing ideas after gathering information from a variety of sources.
2. More guidance is needed in helping pupils locate information.
3. More help is needed in guiding pupils in the mechanics of writing.
4. The pupil needs more assistance in writing ideas clearly.

The above categories are given as examples; the teacher needs to select categories pertaining to what is important in a given learning activity. If it is helpful to the teacher, standards which pupils are to realize may be written which are very specific. Goals that pupils are to realize should be attainable in order that all learners may experience success.

It is easy for the social studies teacher to forget which areas of learning individual pupils need more help in, unless adequate records are kept.

Teacher Observation

The most common technique used to evaluate pupil achievement in the social studies is teacher observation. The teacher should continually observe pupils in order to use this information to provide for individual differences. The teacher may observe which pupils complete assignments on time. If a pupil does not complete an assignment on time, the teacher needs to determine, among other factors, if the assigned work was excessively difficult or lacked purpose for the learner. The teacher can observe which learning activities capture the interests of pupils. If pupils are not actively involved in a given learning activity, the teacher needs to evaluate whether the activity should be changed so that optimal learning may result. The teacher may observe that a particular child has become inattentive recently. Through further data that is obtained about the child, it may be found that a parent or other member of the family is very ill thus distracting the child from his or her ability to learn. Also, a child who is continually becoming less attentive in school may have personal or social problems which prevent achieving optimal development. These problems may be due to financial difficulties in the home, poor human relations in the home, a lack of friends in school, or a lack of satisfactory teacher-pupil relationships. The teacher should assess the objectives, learning activities, and evaluation techniques to determine if they are guiding learners to achieve well. The objectives may be too difficult for selected pupils to realize. The learning activities may not capture pupils' interests due to being excessively difficult or easy. The learner then cannot attach meaning to what is being learned or develop new learnings. Too frequently, teachers have been punitive pertaining to test results obtained from pupils. Pupils have been scolded or reprimanded for not doing better on a test. The teacher rather should help learners gain what was not achieved previously. School should be a stimulating and pleasant place for pupils to be so that desirable attitudes are developed toward learning.

Using Sociometric Devices

An evaluation technique which may give the social studies teacher valuable data on social development of pupils, if used properly, is the sociometric device. In an atmosphere of respect, trust, and confidence, the social studies teacher can ask pupils for written responses to questions such as the following:

1. If you had a chance to make a relief map (or other kind of learning activity) with three other pupils, who would be your first choice? Second choice? Third choice?
2. If you had the opportunity to choose three pupils you would want to play games with (these could be games that children play relating to another culture in a unit), who would be your first choice? Second choice? Third choice?

In evaluating responses given by pupils, the teacher can notice which pupils are freely chosen by others for participating in different kinds of learning activities in the social studies program. The teacher may also notice which pupils are chosen a few times as well as those pupils chosen rarely or not at all. It is important for the teacher to guide pupils in developing proper social relationships. An elementary school is a social situation since interaction among many individuals occurs. Pupils interact with each other in social situations as well as with the teacher, principal, and other school personnel. It must be an unhappy situation for a pupil to be rejected by his classmates! Negative reactions by pupils to a particular child will affect the latter in his total development intellectually, socially, and emotionally. Thus the teacher of social studies should assist the child who is an isolate, as well as pupils who are close to being isolates, to develop proper social relationships. Social studies, in particular, should assist pupils to develop good human relationships since this curriculum area deals, among other things, with human beings' relationships to other humans. Pupils study people in the social studies.

Getting data from pupils as to who their personal choices are in learning activities which are pursued is not adequate; the teacher must utilize this information to form committees which can work together well. A child who is an isolate, no doubt, can best work in a committee where the other members are very accepting and understanding. Secondly, it gives the teacher a chance to compare observations of social relationships among pupils with that of responses given by pupils in writing. The data pupils give should be kept strictly confidential by the teacher. The results, of course, should be utilized to improve the social studies curriculum. Thirdly, the sociometric device should be utilized several times a year since pupils' attitudes and feelings toward others change. It may change rapidly if two pupils who have been good friends consistently had a major disagreement prior to the time the sociometric device is utilized. It may be that this disagreement is greatly minimized or almost forgotten a few hours later. At other intervals friendships may and do change permanently. It is important for the teacher to observe peer relationships carefully and compare observations with that obtained from the use of the sociometric device. Pupils' choice of friends when using the sociometric device, in some instances, may differ much from what the teacher observes in the many situations that pupils participate in, on the playground as well as in the class setting.

Using Anecdotal Records

Observations of pupils' behavior may be forgotten unless recorded by the teacher. The recording of each pupil's general behavior should be done at frequent intervals so that a pattern may become apparent to the teacher. It is important for the teacher to record representative behavior of each child. Focusing upon negative behavior only, should be avoided since this will not be representative behavior exhibited by each pupil.

The social studies teacher should write down exactly what the child did in specific situations rather than use vague, ambiguous words. It is quite apparent that words such as "lazy," "indifferent," and "troublesome" would not specifically describe a pupil's actions or deeds. These words would leave much room for interpretation by readers of anecdotal statements. Statements should be clearly written and objective. The teacher should not allow feelings to dictate what is written about each child. The following statements, for example, may clearly indicate an observed act of a student: Jimmy followed the line and took his turn in getting a drink of water from the water fountain; Carl answered orally five out of six questions correctly over content read from his social studies textbook; and Sue handed in her written report one day late in a social studies report she had volunteered to develop.

Future teachers looking over anecdotal records, if available in cumulative folders written by the child's previous teacher, should realize that pupils may behave differently with a change of teachers.

Using Written Summaries

Individual pupils or a committee of pupils could write up the major generalizations or conclusions realized from a daily lesson in elementary school social studies. Summaries could also be written for longer periods of time and from the entire unit. It would be important to give all pupils in a class opportunities to participate in developing these summaries; otherwise, the learning activities could become routine and dull with the same pupils writing up the summaries on a daily, weekly, or entire unit basis. Learning activities should be varied to maintain or develop pupil interest and purpose in ongoing social studies units. Also, in a democratic classroom all pupils should be active participants in a variety of worthwhile learning activities; each pupil should realize his highest potential.

Illustrations could be completed which would relate to the written summaries. Pupils engaged in developing these illustrations, no doubt, will develop many new learnings as a result of this learning activity since questions about the pictures will arise in the minds of learners and related information will need to be located. Much thought and planning should go into determining which pictures would clearly relate to the completed written summary.

These summaries can be stored for future reference. Pupils should have chances to review previous learnings by rereading the summaries. Time needs to be spent by pupils with teacher assistance in evaluating the accuracy and importance of summary statements. Knowledge that had been developed previously can be utilized in a new situation when pupils become actively involved in developing illustrations and writing summary statements. The teacher can evaluate the quality of his teaching when reading the summaries by noticing which objectives learners realized from the completed learning activity or activities.

Pupils studying a unit on the local community may develop, among others, the following conclusions in their own words which could then be recorded as summary statements:

1. Workers in a community produce goods and services.
2. Individuals in a community are highly interdependent for necessities and luxuries of life.
3. The beliefs, values, and customs of individuals differ within a community and yet there is enough agreement on standards or criteria to make for cohesiveness.
4. Local, state, and national governments provide rules and regulations for people to live by.
5. Geographical features such as mountains, hills, plains, valleys, lakes, and plateaus vary from area to area.
6. The history of a community relates to its present status in that there are causes for present day conditions.

Using Dramatic Activities

A social studies teacher can gather much information about pupil achievement when pupils are participating in dramatic activities. Pupils must develop many accurate concepts, facts, and generalizations to present a good dramatization. The teacher can readily notice which pupils reveal incorrect understandings through their performance. Guidance then needs to be given to these pupils to develop accurate understandings. This would mean that the teacher should select those learning activities which would guide learners to change previously held understandings which were erroneous. Following this, pupils could then engage in the same or similar dramatic activity; the teacher thus would be able to assess the effectiveness of the new learning activities. Feedback must be utilized by the teacher to evaluate the effectiveness of his teaching.

Educators are realizing more and more that teachers hold major responsibility in helping learners to achieve. The teacher who complains that a child is lazy or indifferent may not have accepted the latter in terms of his present achievement. Also, the teacher needs to plan learning activities which are interesting, challenging, purposeful, and relevant so that important objectives can be realized.

Using Standardized Achievement Tests

In many elementary schools in the United States standardized tests are generally administered once a year. Standardized tests used in evaluating pupil achievement should rate high in reliability and validity. The results of each pupil's achievement on a standardized test should be thoroughly assessed. Too frequently, teachers have erroneously assumed that each child should achieve up to grade level when studying his results from standardized achievement tests. This would violate rules that pertain to allowing for differences among individuals within a classroom. Some pupils can learn more rapidly than others and at the same time retain learnings longer. Some pupils are not as interested in social studies as they could be; thus, achievement in that curriculum area will not be as great as would otherwise be the case. Pupils come from different environments in a given community. Their homes may have many excellent library books that directly relate to social studies units being taught now or in the future. Maybe the home also contains a set of reputable, recent encyclopedias from which many important understandings, skills, and attitudes can be developed which would transfer positively to various social studies units in the elementary school. This same home may have many excellent records on music from different nations of the world thus aiding children to understand and appreciate how music differs and is alike from various countries in the world. Other factors could also be mentioned on the home providing a good environment related to the social studies for children such as the following:

1. Parents understanding and loving their young dependents.
2. Excursions being taken to places of importance.
3. Discussions and conversations in areas related to the social studies being a part of everyday living.
4. Parents reading good library books with attractive illustrations to the young child who presently lacks an adequate reading vocabulary of his own.
5. Parents taking a wholesome interest in the child's achievement in the social studies.

Competent teachers are of utmost importance in teaching the social studies. Also important is a good learning environment in the home which will complement the social studies program in the elementary school. Thus, learners in a class will achieve at different levels in a standardized social studies test due not only to such factors as capacity and interest but also to the richness of the home environment. Other factors involved in helping pupils to do well in standardized social studies tests would include physical and mental health, purpose in learning, energy level, and attitudes toward the taking of tests.

It is quite evident that the teacher needs to guide each learner to reach his highest development in the social studies as well as in other curriculum areas. Pupils would thus vary much in achievement test results within a class. If the class is grouped heterogeneously, the range of achievement will be greater as compared to homogeneous grouping. Results from standardized achievement tests for each pupil should be carefully evaluated; other techniques should also be utilized to assess pupil achievement.

Using Standardized Personality Tests

Standardized personality tests administered by the teacher will not have the validity and reliability as contrasted to reputable standardized achievement tests. The feelings and attitudes, for example, of pupils may vary more from one situation to another as compared to understandings that have been developed. Two pupils may be close friends until they have a major disagreement; it may be a short time later that the friendship is renewed. The feelings these pupils had toward each other changed from positive to negative and back to positive feelings. A pupil may like social studies until he experiences frustration in one or more learning activities. He may develop positive attitudes again if success and accomplishment are experienced. Teachers must be aware of attitudes and feelings changing on the part of pupils when evaluating results from standardized personality tests which must have high validity and reliability.

Teachers who are very knowledgeable about the strengths and weaknesses of personality tests can utilize the results of each pupil to do a better job of teaching. Data could be obtained from learners on their attitudes toward the teacher or teachers, classmates, parents, and the home situation by using selected standardized tests. Again, it must be remembered that the results from these tests should be used along with other techniques to evaluate pupil achievement. This is necessary so that thoroughness is involved in evaluating pupil achievement.

Having Conferences with Pupils

The teacher should get to know each pupil well in order that the best in learning activities can be provided for him. Having conferences with individual pupils can be an excellent way of learning more about each individual. To have a successful conference, good rapport should exist between the teacher and the learners. Mistrust between individuals must be minimized by practicing good human relations so that a relaxed environment is in evidence. A relaxed environment free from unnecessary tension is also necessary in everyday teaching-learning situations so that learners concentrate on learning rather than fearing the teacher.

Teachers should understand pupils thoroughly and accept all learners as human beings having worth. Some teachers do not accept children from minority groups as human beings who deserve the best in teaching. These same teachers may perceive their role as being one of passing or flunking children rather than teaching all pupils. There certainly is a difference between a teacher who perceives his role to be one of determining who is to be passed and who is to be failed as compared to a teacher who provides for individual differences so that all learners can be successful. Poor environmental conditions, low morale, and a negative self-concept certainly hinder a child from attaining his highest development. Opposite conditions would, of course, help pupils to develop well. Thus the teacher needs to have much knowledge about each child and use this information to do a better job of teaching.

Teachers have scolded pupils for not achieving as well as formerly. They may have been very unsympathetic to these children until reliable information has been obtained as to factors such as a member of the family being very ill in the home, or parents not getting along favorably. This changes the perception of the teacher to becoming sympathetic and understanding of these pupils. Determining the causes of behavior has helped teachers to provide for individual learners. Too frequently, teachers have looked at "effects" only, in assessing pupil behavior. Misunderstandings and poor pupil-teacher relationships have then resulted.

These statements have indicated the necessity of getting much information about each pupil. The conference method can be one approach in getting needed confidential information. Criteria in conducting conferences could be the following:

1. Develop and maintain good rapport with each pupil.
2. Permit the pupil positive freedom to exhibit his feelings toward social studies and other curriculum areas in the elementary school as well as toward teachers, classmates, friends, and family members.
3. Conferences with each pupil should be held frequently since attitudes and feelings of pupils change.
4. Don't criticize a pupil for expressing negative ideas; he may not express his thinking openly if his responses are criticized.
5. Show interest in each pupil and reveal your honest desire to work for his welfare.
6. Don't ask questions which pupils do not wish to answer.
7. Develop a relaxed environment free from threats against each pupil.

The teacher can record what has been discussed in the conference after it has ended. Comparisons can be made from one conference to the next to notice if changes in each pupil's behavior have resulted. Comparisons should be made only in terms of a child's present level of achievement with that of earlier times. Unfair evaluation results when learners in a classroom are compared with others in different facets of development.

Having Conferences with Parents

Parent-teacher conferences can be one of the best ways of reporting pupil progress to parents. Parents have a chance in the conference to ask questions of their child's progress in a face to face situation with the teacher. Grades on report cards can give inaccurate ideas to parents with no opportunities for asking of questions to clarify thinking. Scheduled conferences can be arranged with each pupil's parents toward the beginning as well as the end of a school year. With two conferences in a given school year, comparisons can be made of growth in a child's behavior from the first to the second conference.

Children, of course, spend much time with their parents, and the home should definitely be involved in helping to provide a quality learning environment for pupils. Too often, the home and the school have not worked together to improve the total environment of the child. Parents need to be informed by the school in an atmosphere of respect pertaining to ways they can help in providing a good educational environment for their children. The school in many cases has shirked its responsibilities in getting to know parents well and in working cooperatively with them in helping each child realize his highest potential development. As has been stated previously, the school needs to have much information about each child and his home situation in order to improve the curriculum. The school must work cooperatively with all parents so that a good learning environment exists within as well as outside the school. Pupils have lived a "long time" before they enter the public schools; therefore, much valuable background knowledge can be developed by pupils in the preschool years.

Conferences with parents can also be held which are not scheduled. The teacher can telephone parents to compliment their child who is achieving well. Teachers can get to know parents well at such functions as a Parent-Teacher Association meeting and at "open house" during American Education Week. The teacher should be available for conferences requested by parents. The purpose of these conferences would be to help the child develop to his highest level.

There are certain standards that a teacher should follow when conducting scheduled conferences.

1. The teacher should be adequately prepared prior to having the conference by having needed information available about each pupil such as standardized test results, grades received, health record, days in attendance at school, and daily achievement in school. This information, of course, needs to be evaluated by the teacher when thinking of how it would relate in a conference situation to help a child achieve to his optimum.
2. Samples of work products of pupils can be discussed with parents. Parents need to think of a child improving over his past performance and not be unfairly comparing him with other pupils.
3. The teacher should listen carefully to the thinking of parents during the conference. Parents may reveal their feelings about the child. These feelings could be positive or negative. If

parents express negative attitudes toward their child, the teacher is receiving valuable information pertaining to that child's emotional, social, intellectual, and, perhaps, even physical development. A child who is not wanted in the home will not realize his optimum potential. In fact, he could be doing very poorly in intellectual development even though there is high capacity. The same would be true of other facets of the child's development. Parents may have expectations which are excessively high for a child. The child cannot achieve to these expectations regardless of effort put forth. The aspirations of parents for their child could be excessively low. The child could achieve at a much higher rate, but he may feel inadequate due to minimizing statements made by parents, brothers and sisters, as well as friends in his own environment. By having parents express their feelings freely in a relaxed environment, the teacher can get valuable information which can be used to improve the curriculum for individual pupils. For pupils who have a low self-concept, the teacher needs to provide learning activities in which they can feel successful and receive praise. With patience and understanding, these pupils can work at a higher rate of achievement when confidence has been built up. The home certainly should share in this important task!

4. The teacher should definitely not criticize comments made by parents in a conference. Criticizing parents for remarks made will place them in a defensive position. Information usually is then withheld by parents or accusations may be made in an irrational manner. If the environment is filled with tension and anxiety, accomplishments

in a conference will generally be very limited. Cooperatively developed decisions arrived at by the teacher and parents should work for the benefit of the child. Unfortunately, in some situations parents have used the results of the conference as a "club" on the pupil. The pupil then has developed additional negative attitudes toward the total school situation. A positive attitude on the part of the teacher toward parents and the child is important in conducting a parent-teacher conference. It is important for the teacher to accept parents as important individuals when evaluating the total learning environment of the child.

Using Teacher-Made Tests

Teacher-made tests can serve a very useful purpose in determining what pupils have not gained in realizing stated objectives in the social studies. The teacher can then provide additional learning activities based upon what pupils missed in the test.

Careful attention needs to be given to validity when teachers write the test. Important learnings pupils could have gained over a specific period of time should be measured by the test. A test constructed by a teacher would not be considered valid, for example, if the items were unrelated to what pupils had had opportunities to learn in a unit or a part of a unit.

A test developed by the teacher should also adhere to standards of reliability. Thus a pupil should be able to obtain a similar score on the same test if it were taken more than once at closely spaced intervals. Certainly, a standardized test would be criticized much if pupils ranked on the 6.2 grade level for the total test on the first attempt and 3.7 grade level on the total test for the second time the same test was taken. Let us assume in this situation that environmental conditions were similar when pupils took the tests. Let us assume also that variations in physical and mental health on the part of pupils did not exist when taking the same test two different times with no opportunities to gain additional learnings during the one-day interval. What grade equivalent then are these pupils achieving on? The test would have low reliability since consistency in results would be lacking. Comparable results need to be obtained from individuals when taking the same test unless situations such as illness, distractions in the environment, or other unusual circumstances set in. The teacher needs to think about reliability when developing and using teacher-made tests.

The teacher needs to consider other factors also when constructing a teacher-made test.

1. Can pupils read the test items with meaning and understanding?
2. If essay tests are given, do pupils have an adequately developed writing vocabulary?
3. Are the items written clearly so that vagueness and ambiguity have been omitted?
4. Do these items measure learnings that pupils have obtained as a result of the teacher's teaching? (The teacher may feel highly successful from viewing test results of pupils; however, other factors may have entered in such as pupils having obtained these learnings prior to the present teacher's efforts in teaching or the test may have been excessively easy.)

5. Is the test excessively long for pupils to complete whereby fatigue sets in? Or, is the test too short so that pupils can't reveal an adequate number of understandings they have developed?
6. Are the items arranged in ascending order of difficulty? (Pupils need psychological security in responding to easier items first.)
7. Are the directions clearly given for pupils to follow in taking the test?

Writing True-false Items

The teacher can obtain much information on pupil achievement toward realizing objectives by giving a true-false test. There is, of course, the possibility of guessing correctly on a test of this kind. However, a true-false test of adequate length with items being representative of what was taught should greatly minimize the problems of guessing. Subtracting the number of items missed by a pupil from the number of correct responses could also minimize the "guessing" factor.

To evaluate what pupils have learned, the teacher should not use wording taken from a textbook. Pupils could memorize statements from a textbook and not be able to use the information in a new situation when the wording has changed. Using what has been learned in a new situation is of utmost importance.

Certainly, the teacher will gain little or no knowledge of pupil achievement when the true-false items are "tricky." The teacher needs to determine which objectives pupils have realized from taking a true-false test. Using words which confuse pupils would not assist the teacher in determining what has been learned. Specific determiners should not be used in true-false items. There generally are exceptions to many statements that are made. Thus words such as "none," "never," and "all," used in true-false items would usually indicate that the item is false. It would be rather rare that sentences containing these words would be classified as being "true."

Sometimes pupils have become confused when responding to a true-false item which contains an opinion of the teacher. These pupils may realize that the teacher "holds" to the opinion, but it may not be true when compared with facts from reliable reference sources. The teacher should assist learners to separate fact from opinion.

Answers to true-false items should not follow a pattern such as every other item being "true." Pupils could recognize the pattern and respond accordingly. It is appropriate to mix "true" responses with "false" responses with no recognizable pattern involved. The number of statements which are "true" should equal approximately the number of statements that are "false."

Writing Essay Items

Fewer items can be written on an essay test as compared to a true-false test. However, in an essay test, pupils reveal proficiency in recalling and organizing ideas which relate directly to the question being answered or the problem being solved. Clarity of ideas expressed as well as the mechanics of writing of pupils can be evaluated.

Since fewer essay questions can be written for a teacher-made test as compared to true-false items, the teacher also needs to select items for an essay test which are representative of learnings obtained by pupils during a specific time. The learnings obtained, of course, relate directly to objectives of social studies units.

The teacher should write the possible answer or answers to each essay item before evaluating pupils' papers. This would help in removing subjectivity when scoring essay tests. If pupils give additional responses than those listed on the teacher's key, proper credit should be given to correct answers. The teacher may give more raw score points for one question as compared to others on an essay test; pupils should understand the reasons for this.

As was stated previously, the teacher can notice how proficient pupils are in the mechanics of writing when taking an essay test. The teacher wants to determine if objectives have been realized by pupils. The language arts areas of spelling, handwriting, capitalization, usage, and punctuation are important in writing; however, they should be evaluated separately from understandings, skills, and attitudes pupils have developed in social studies. In these areas of the language arts, pupils can be evaluated in terms of individual improvement over previous performance. A child, of course, will not change overnight or in a short time from a lack of skill in using the mechanics of writing to one having high proficiency in these areas.

When evaluating responses to essay examinations, the teacher should check all the responses of children for one question before moving on to checking all the responses for a second question, and so on. The teacher needs to be aware of such factors as fatigue on his part as well as subjectivity when evaluating pupils' papers. The teacher, of course, should be as objective as possible when evaluating answers of pupils to essay tests. It would be excellent if the teacher could not identify the owner of the responses to the essay items while the written content is being evaluated.

Writing Multiple-Choice Items

When pupils take multiple-choice tests, they identify the correct response from four possibilities generally. The teacher when writing these items must have four reasonable responses with one or more being correct. Too frequently teachers have written multiple-choice items where three responses are ridiculously incorrect; thus the child needs very little knowledge to determine the correct response. Or, two of four responses have been reasonable as correct responses to a multiple-choice test item. This would actually resemble a true-false item since there are only two reasonable responses and one of these is correct. The teacher can write multiple-choice items which have three alternatives for pupils to choose from if it is difficult to list a fourth response which is plausible.

The stem of a multiple choice item together with each of the responses should make for a sentence which is grammatically correct. Consider the following as an example:

An important trend in American society is that

a) people generally are moving from rural to urban areas.
b) the amount of leisure time available for individuals has remained stable.
c) the demand for jobs involving manual labor remains stable.
d) all of the above are correct.

The stem together with any one of the responses makes for a sentence which is grammatically correct. For ease in checking multiple-choice items, pupils should write the correct responses on lines toward the right-hand margins.

When writing multiple-choice items, the teacher should not write clues in the stems of items. The following would be an example whereby an article in the stem would indicate which is the correct response:

Australia is an

a) island.

b) continent.

c) peninsula.

d) bay.

It is quite obvious that response "a" would be correct since the article "an" requires a word which follows that has a vowel sound at the beginning.

Pupils may receive a clue as to the correct response of a multiple choice item if the responses vary considerably in length such as in the following:

The major reason for Puritans coming to the New World would be

a) economic difficulties.

b) the potato famine.

c) their being denied religious freedom in England.

d) European wars.

Generally, responses in multiple choice items should be of similar length. The correct answers to multiple choice items should not be placed in the same position nor should they follow a pattern.

Multiple-choice items should be written which assist in evaluating pupil achievement on factual knowledge as well as critical thinking and problem solving.

Writing Completion Tests

When pupils respond to completion items, they need to recall the correct answer or answers. The correct answer generally cannot be recognized from several choices as was true of multiple choice items. An exception to this would be where the teacher writes all the needed responses above the numbered completion items containing blank spaces such as in the following example:

Tel Aviv
Jerusalem
Amman
Damascus
Baghdad
Cairo
Alexandria
Tehran
Mecca

1. The capital of the United Arab Republic is . . . .
2. . . . . was the capital city of ancient Israel.
3. . . . . is the capital of Jordan today.
4. . . . . and . . . . were capital cities in the ancient Arab Empire.
5. . . . . is a modern city in Israel and is located along the Mediterranean coast.
6. . . . . was the birthplace of Mohammed.

Many tests containing completion items do not have the answers listed in random order as was true of the above example.

Some important guidelines for teachers to follow when constructing tests which contain completion items would be the following:

1. Write the item clearly so pupils understand what is wanted in terms of responses. Vague, poorly written items do not assist the teacher in evaluating pupil achievement.
2. Much time can be saved in scoring completion items if the blanks

for responses are placed toward the margin on the right-hand side of the page. The spaces for blanks should be large enough so that pupils can write legibly.

3. Answers to completion items should not be checked wrong due to words being misspelled. Correct spelling can be evaluated separately from correct answers if spelling in the social studies is an important goal.
4. Completion items completed by pupils should reveal important facts, concepts, and generalizations that have been developed. Important objectives have thus been realized.
5. If pupils have responded with an answer which is correct and yet it differs from the answer or answers intended to be correct by the teacher originally, full credit should be given for the correct answer.
6. Textbook wording generally should not be utilized in writing completion items. Rote learning of answers in many cases reveals that pupils do not attach meaning to ongoing activities.

Writing Matching Items

To minimize possibilities for pupils to engage in guessing when taking a matching test, there should be more items in one column as compared to the other column as is true of the following example:

A. Abraham Lincoln famous American General during the
B. George Washington Revolutionary War and first
C. Benjamin Franklin . . . . President of the United States.
D. Alexander Hamilton . . . . first Secretary of the Treasury.

E. Andrew Jackson

F. John Adams

President of the United States

. . . . during the Civil War.

. . . . a statesman and inventor.

. . . . advocated the spoils system.

Pupils can write in the correct letter from the response alternatives of the first column to the blank space in front of the items of the second column. Lines can also be drawn from the first to the second column to indicate correct matchings. The teacher can write matching items whereby response alternatives are used more than once; this can also help in reducing the guessing factor in taking tests. It is important to notice in the matching test above that the items are homogeneous; they pertain to famous statesmen in American History. The column to the left consists of names which can be examined quickly. If both columns contain lengthy phrases or sentences, pupils may experience much unnecessary difficulty in matching items correctly.

The teacher should avoid writing matching tests where unnecessary clues are given to pupils. Consider the following:

A. The year Jamestown was begun

B. A leader of the Jamestown Colony

C. An important minister of Puritan New England.

D. The name of the first Puritan Colony in New England.

. . . . John Smith

. . . . Massachusetts Bay

. . . . James Ogelthorpe

. . . . 1607

. . . . Cotton Mather

It is quite obvious that "1607" would be matched with "The year Jamestown was begun" since no other date is given in the second column. Pupils generally would need no background knowledge or previous learnings to make the correct response in this situation. The clue for the correct answer to "The name of the first Puritan Colony in New England" is also given in the second column.

Another kind of error that should be omitted when writing matching tests is illustrated with the following example:

A. Brazil . . . . produces much coffee.
B. Chile . . . . is known for copper production.
C. Argentina . . . . raises cattle in large numbers.
D. Peru . . . . was the location of the ancient Incas.

Pupils may notice patterns when responding to certain kinds of tests. In the above example, the correct responses when matching each of the two columns would be located horizontally such as "Brazil- produces much coffee," "Chile- is known for copper production," "Argentina- raises cattle in large numbers," and "Peru- was the location of the ancient Incas."

The teacher should evaluate as to the number of items on a matching test that should be written for a given class of pupils. Generally, most first grade pupils will lack an adequate reading vocabulary to take a matching test. There are exceptions to this statement. Some pupils in the first grade develop an excellent reading vocabulary for their stage and level of development. Intermediate grade pupils, of course, generally have developed a reading vocabulary which permits them to respond to a rather large number of items on a matching test. Perhaps, no more than ten response alternatives should be written for any matching test; otherwise, pupils may spend an excess amount of time looking for answers. In addition to considering reading levels of pupils when writing a matching test for elementary school pupils, the following would be important considerations:

1. The attention span of pupils
2. Pupil purpose in taking the test
3. Important content in the test

No doubt, these considerations are important in any type of teacher-made test that is written.

Problems for Consideration and Discussion

1. Select two or three standardized achievement tests. Do you think the test items pertaining to social studies evaluate pupil achievement in critical thinking and problem solving? Justify your answer by giving specific examples.
2. In studying the manual for each of the standardized achievement tests you selected, how was the validity and reliability determined?
3. Write a teacher-made test containing essay, true-false, multiple-choice, and completion items. Exchange your test with a classmate and evaluate it in terms of acceptable criteria or standards.
4. Discuss with several classroom teachers the kinds of evaluation techniques that are used in their classes to evaluate pupil achievement.
5. Compare the evaluation section of two curriculum guides. How do these guides differ, if any, on recommended procedures for evaluating pupil achievement?
6. Study the evaluation section of a resource unit. What techniques are listed to evaluate pupil achievement in the social studies?

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